Georgia Physical Education

Grades 9, 10, 11, 12

Adopted 2018

Body Sculpting

Motor Skills and Movement Patterns

1. The physically educated student demonstrates competency in a variety motor skills and movement patterns. PEBS.1
   a. Identifies and performs proper strength and conditioning techniques using calisthenics and other exercises with body weight. PEBS.1.A
   b. Demonstrates proper spotting techniques for all lifts and exercises that require spotting. PEBS.1.B
   c. Demonstrates the proper lifting techniques for equipment used to strengthen the lower body. PEBS.1.C
   d. Demonstrates the proper lifting techniques for equipment used to strengthen the upper body. PEBS.1.D
   e. Demonstrates the proper use of two major types of weight-training equipment: machines and free weights. PEBS.1.E
   f. Develops and executes a series of exercises using machines and free weights to enhance a conditioning program. PEBS.1.F
   g. Demonstrates proper posture, form, and flexibility in training PEBS.1.G

Movement Concepts and Principles

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2. The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. PEBS.2
    a. Compares the differences between warm-up and cool–down. PEBS.2.A
    b. Defines set and repetition as they relate to body toning. PEBS.2.B
    c. Identifies the weight load needed for individual workouts. PEBS.2.C
    d. Identifies the proper training methods and develops a series of exercises based on personal goals. PEBS.2.D
    e. Identifies exercise(s) needed to target specific muscle groups. PEBS.2.E
    f. Classifies the advantages and disadvantages of machine and free-weight exercises. PEBS.2.F
    g. Identifies the major muscle groups. PEBS.2.G
    h. Understands the biomechanical purpose for each major muscle group. PEBS.2.H
    i. Determines the differences between small and large (isolated) muscle-group exercises. PEBS.2.I
    j. Compares the different types of muscular contractions. PEBS.2.J
    k. Determines the amount of rest needed between each set as it relates to the type of exercise being performed. PEBS.2.K
    l. Demonstrates the proper use of various free-weight equipment for specified muscle groups. PEBS.2.L
    m. Describes the importance of charting and record-keeping in a training and conditioning program. PEBS.2.M
    n. Identifies the importance of nutrition as part of an overall conditioning and weight-management program. PEBS.2.N
    o. Identifies the benefits of aerobic exercise for general health and an overall body conditioning program. PEBS.2.O

Fitness

3. The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. PEBS.3
    a. Participates in the components of the Georgia Fitness Assessment with teacher supervision and guidance. PEBS.3.A
    b. Evaluates current fitness scores on the Georgia health-related fitness assessment. PEBS.3.B
    c. Designs, implements, and monitors a program of improvement or maintenance based on the results of Georgia health-related fitness assessments. PEBS.3.C

Personal and Social Behavior, Rules, Safety, and Etiquette

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4. The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. PEBS.4
    a. Exhibits responsibility and proper application of safety protocols when participating in conditioning and toning activities. PEBS.4.A
    b. Exhibits the ability to demonstrate safe and responsible behavior. PEBS.4.B
    c. Exhibits proper etiquette and respect for others while engaging in physical activity. PEBS.4.C
5. The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. PEBS.5
    a. Explains the personal value of aerobic exercise and body toning. PEBS.5.A
    b. Summarizes the mental and emotional benefits of aerobic exercise and body toning. PEBS.5.B
    c. Evaluates the personal benefits of individual and group activities. PEBS.5.C

Advanced Body Sculpting

Motor Skills and Movement Patterns

1. The physically educated student demonstrates competency in a variety motor skills and movement patterns. PEABS.1
    a. Demonstrates correct training methods used in body sculpting. PEABS.1.A
    b. Identifies and performs more complex callisthenic and other exercises using body weight. PEABS.1.B
    c. Demonstrates the proper use of two major types of weight-training equipment: machines and free weights. PEABS.1.C
    d. Identifies and demonstrates the proper use of resistance bands, handheld weights, and other strength and conditioning apparatus. PEABS.1.D
    e. Demonstrates competence while performing correct strength training techniques and emphasizing fitness and personal responsibility. PEABS.1.E
    f. Provides support to classmates when using weight machines, handheld weights, and body weight exercises. PEABS.1.F

Movement Concepts and Principles

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2. The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. PEABS.2
    a. Identifies the types of exercises needed to enhance the development of various muscle groups. PEABS.2.A
    b. Identifies healthy concepts of weight management related to an overall conditioning program. PEABS.2.B
    c. Develops a body sculpting plan including a variety of muscle toning and muscle strengthening activities. PEABS.2.C
    d. Assists classmates in developing and implementing training plans. PEABS.2.D
    e. Evaluates personally selected activities based on their impact in the areas of flexibility and cardiovascular endurance, or muscular strength and endurance. PEABS.2.E
    f. Predicts the amount of rest needed between workout routines based on personal goals. PEABS.2.F
    g. Identifies the signs of over-training. PEABS.2.G
    h. Identifies the effects of performance enhancing, over-the-counter, and illegal drugs on the body. PEABS.2.H
    i. Identifies and performs multiple aerobic-conditioning exercises as part of an overall body-sculpting program. PEABS.2.I
    j. Demonstrates the proper use of a variety of machines. PEABS.2.J
    k. Assists classmates in the proper use of equipment for specified muscle groups. PEABS.2.K
    l. Identifies problematic situations when training (overtraining, illness, and fatigue). PEABS.2.L

Fitness

3. The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. PEABS.3
    a. Monitors target heart rate during exercise. PEABS.3.A
    b. Participates in aerobic activities at least 3 times per week. PEABS.3.B
    c. Participates in the components of the Georgia Fitness Assessment with teacher supervision and guidance. PEABS.3.C
    d. Evaluates current fitness scores on the Georgia health-related fitness assessment. PEABS.3.D
    e. Assists classmates in proper techniques when practicing the components of the Georgia Fitness Assessment. PEABS.3.E
    f. Assists classmates as needed when designing and implementing a program of improvement. PEABS.3.F
    g. Explains Rate of Perceived Exertion (RPE). PEABS.3.G

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Personal and Social Behavior, Rules, Safety, and Etiquette

4. The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. PEABS.4
    a. Exhibits responsibility and proper application of safety protocols when participating in body sculpting activities. PEABS.4.A
    b. Determines environmental factors in performing aerobic exercise safely. PEABS.4.B
    c. Exhibits proper etiquette and respect for others while engaging in body sculpting. PEABS.4.C
5. The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. PEABS.5
    a. Explains the personal value of aerobic exercise and body sculpting. PEABS.5.A
    b. Analyzes the mental and emotional benefits of aerobic exercise and body sculpting. PEABS.5.B
    c. Evaluates the personal benefits of individual and group activities while body sculpting. PEABS.5.C

General Physical Education

Motor Skills and Movement Patterns

1. The physically educated student demonstrates competency in a variety of motor skills and movement patterns. PEGPE.1
    a. Demonstrates competence while performing skills in a variety of settings or activities, including sport, rhythms, and other lifetime and recreational activities. PEGPE.1.A
    b. Demonstrates the proper warm-up and cool-down protocol associated with different physical activities. PEGPE.1.B

Movement Concepts and Principles

2. The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. PEGPE.2
    a. Integrates a variety of strategies, tactics, concepts, and skills during sports and activities. PEGPE.2.A
    b. Creates a sequence of movements (dance, gymnastics, sports, etc.) that transition and flow smoothly from one to the next. PEGPE.2.B
    c. Evaluates skills needed for sports, outdoor, rhythm, and lifetime leisure activities. PEGPE.2.C

Fitness

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3. The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. PEGPE.3
    a. Maintains or improves fitness level by using the results of the Georgia Fitness Assessment to guide a personal program of physical activity. PEGPE.3.A
    b. Uses technologies to assess, enhance, and maintain health-related and skill-related fitness. PEGPE.3.B
    c. Analyzes the relationship between physical activity and longevity. PEGPE.3.C
    d. Evaluates the relationship between exercise (fitness) and nutrition. PEGPE.3.D
    e. Develops fitness goals that are age, gender, and skill appropriate. PEGPE.3.E

Personal and Social Behavior, Rules, Safety, and Etiquette

4. The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. PEGPE.4
    a. Displays the ability to design rules, procedures, and routines appropriate for the group. PEGPE.4.A
    b. Demonstrates the ability to apply the rules and etiquette of various physical activities regardless of differences. PEGPE.4.B
    c. Applies safe practices in the physical education setting. PEGPE.4.C
    d. Describes safety protocol to avoid dehydration, overexertion, and hypo/hyperthermia during physical activity. PEGPE.4.D
5. The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. PEGPE.5
    a. Explains why participation in activities is enjoyable and desirable either alone or in a group. PEGPE.5.A
    b. Participates in activities designed to improve skills for personal challenge, enjoyment, and expression. PEGPE.5.B

Lifetime Sports

Motor Skills and Movement Patterns

1. The physically educated student demonstrates competency in a variety of motor skills and movement patterns. PELS.1
    a. Demonstrates competence while performing skills in a variety of lifetime sports settings and activities. PELS.1.A
    b. Performs skills at a level of competence which contributes to health-related fitness. PELS.1.B
    c. Demonstrates proper warm-up and cool-down protocol associated with different life time sport physical activities. PELS.1.C

Movement Concepts and Principles

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2. The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. PELS.2

   a. Integrates a variety of strategies, tactics, concepts, and skills during lifetime sport activities. PELS.2.A

   b. Evaluates skills needed for lifetime sports and lifetime leisure activities. PELS.2.B

Fitness

3. The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. PELS.3

   a. Maintains or improves fitness level by using the results of the Georgia Fitness Assessment to guide changes in a personal program of physical activity. PELS.3.A

   b. Uses technologies to assess, enhance, and maintain health-related and skill-related fitness. PELS.3.B

   c. Analyzes the relationship between physical activity and longevity. PELS.3.C

Personal and Social Behavior, Rules, Safety, and Etiquette

4. The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. PELS.4

   a. Displays the ability to design rules, procedures, and routines appropriate for the group. PELS.4.A

   b. Demonstrates the ability to apply the rules and etiquette of various physical activities regardless of individual differences. PELS.4.B

   c. Applies safe practices in the physical education setting. PELS.4.C

   d. Describes safety protocol to avoid dehydration, overexertion, and hypo/hyperthermia during physical activity. PELS.4.D

5. The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. PELS.5

   a. Explains why participation in activities is enjoyable and desirable either alone or in a group. PELS.5.A

   b. Participates in activities designed to improve skills for personal challenge, enjoyment, and expression. PELS.5.B

Outdoor Education

Motor Skills and Movement Patterns

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1. The physically educated student demonstrates competency in a variety of motor skills and movement patterns. PE0E.1
    a. Demonstrates competence while performing skills in a variety of outdoor education and related activities PE0E.1.A
    b. Performs skills at a level of competence which contributes to health-related fitness. PE0E.1.B
    c. Demonstrates proper warm-up and cool-down protocol associated with different life time sport physical activities. PE0E.1.C

Movement Concepts and Principles

2. The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. PE0E.2
    a. Integrates a variety of strategies, tactics, concepts, and skills during outdoor education activities. PE0E.2.A
    b. Evaluates skills needed for outdoor education activities. PE0E.2.B

Fitness

3. The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. PE0E.3
    a. Maintains or improves fitness level by using the results of the Georgia Fitness Assessment to guide changes in a personal program of physical activity. PE0E.3.A
    b. Uses technologies to assess, enhance, and maintain health-related and skill-related fitness. PE0E.3.B
    c. Analyzes the relationship between physical activity and longevity. PE0E.3.C

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Personal and Social Behavior, Rules, Safety, and Etiquette

4. The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. PE0E.4
    a. Displays the ability to design rules, procedures, and routines appropriate for the group. PE0E.4.A
    b. Demonstrates the ability to apply the rules and etiquette of various physical activities regardless of individual differences. PE0E.4.B
    c. Applies safe practices in the physical education setting. PE0E.4.C
    d. Describes safety protocol to avoid dehydration, overexertion, and hypo/hyperthermia during physical activity. PE0E.4.D
5. The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. PE0E.5
    a. Explains why participation in activities is enjoyable and desirable either alone or in a group. PE0E.5.A
    b. Participates in activities designed to improve skills for personal challenge, enjoyment, and expression. PE0E.5.B

Personal Fitness

Motor Skills and Movement Patterns

1. The physically educated student demonstrates competency in a variety motor skills and movement patterns. PEPF.1
    a. Demonstrates competency skills in two or more lifetime activities. PEPF.1.A
    b. Demonstrates competency in one or more skills in the health-related and skill-related fitness components. PEPF.1.B
    c. Demonstrates competence while performing skills in a variety of settings or activities to include fitness activities, sport, rhythms, and other lifetime and recreational activities. PEPF.1.C

Movement Concepts and Principles

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2. The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. PEPF.2

   a. Applies types of strength (isometric, concentric, etc.) and stretching (static, proprioceptive, etc.) exercises for personal fitness development. PEPF.2.A

   b. Applies the principles of progression, overload, and specificity as it relates to skill development and fitness levels. PEPF.2.B

   c. Applies target heart rate to a personal fitness plan. PEPF.2.C

   d. Describes muscle groups, bones, and joints which facilitate movement. PEPF.2.D

   e. Compares and contrasts skeletal muscle-fiber types. PEPF.2.E

   f. Compares and contrasts the differences in aerobic and anaerobic activities. PEPF.2.F

   g. Identifies the effects of performance-enhancing, over-the-counter, and illegal drugs on the body. PEPF.2.G

   h. Applies the FITT principle (Frequency, Intensity, Time, and Type) to skill and fitness development. PEPF.2.H

   i. Explains the cardiorespiratory response to exercise and physical activity. PEPF.2.I

   j. Differentiates between skill-related and health-related components of fitness. PEPF.2.J

   k. Compares the different types of muscular contractions. PEPF.2.K

   l. Demonstrates proper warm-up and cool-down protocol associated with different physical activities. PEPF.2.L

   m. Integrates a variety of strategies, tactics, concepts and skills during activities and sports. PEPF.2.M

   n. Critiques the impact of various factors on physical activity participation in college and career settings. PEPF.2.N

Fitness

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3. The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. PEPF.3

   a. Participates in the Georgia Fitness Assessment. PEPF.3.A

   b. Conducts self and peer fitness assessments. PEPF.3.B

   c. Uses the Georgia Fitness Assessment results to set personal SMART goals. PEPF.3.C

   d. Designs, implements, and monitors a personal fitness plan for improvement or maintenance based on the results of a health-related fitness assessment. PEPF.3.D

   e. Utilizes a personal fitness plan to evaluate and provide rationale for improvement or lack of improvement. PEPF.3.E

   f. Designs a proper warm-up and cool-down protocol within a personal plan. PEPF.3.F

   g. Tracks physical activity using an activity journal, computer software, apps, technology, or other methods. PEPF.3.G

   h. Discusses the benefits of a physically active lifestyle. PEPF.3.H

   i. Explains the relationship between physical activity, nutrition, and body composition. PEPF.3.I

   j. Creates a nutritional plan to maintain an energy balance for a healthy and active lifestyle. PEPF.3.J

   k. Identifies healthy nutritional practices for before, during, and after exercise. PEPF.3.K

   l. Identifies the benefits of participating in a fitness program that includes muscular strength, muscular endurance, and flexibility. PEPF.3.L

   m. Identifies issues associated with exercising in heat and cold. PEPF.3.M

   n. Explains the relationship between heat, heat index, and Air Quality Index (AQI) as they relate to safe outdoor physical activity. PEPF.3.N

   o. Evaluates the validity of claims made by commercial products and programs related to personal fitness. PEPF.3.O

   p. Monitors physiological responses to individual levels of exercise intensity. PEPF.3.P

Personal and Social Behavior, Rules, Safety, and Etiquette

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4. The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. PEPF.4
    a. Identifies and uses proper attire for physical activity. PEPF.4.A
    b. Employs self-management skills to analyze potential barriers to physical activity. PEPF.4.B
    c. Accepts differences between personal characteristics and individual performance levels. PEPF.4.C
    d. Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. PEPF.4.D
    e. Recognizes and applies practices for participating safely in physical activity (e.g., injury prevention, hydration, use of equipment, implementation of rules, and sun protection). PEPF.4.E
    f. Describes risks and safety factors that might affect physical activity throughout life. PEPF.4.F
5. The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. PEPF.5
    a. Critiques the impact of various factors on physical activity participation in college and career settings. PEPF.5.A
    b. Recognizes the health benefits of physical activity. PEPF.5.B
    c. Identifies the opportunities for social interaction in physical activity settings. PEPF.5.C
    d. Identifies the benefits of health-related fitness and their contribution to overall wellness. PEPF.5.D
    e. Identifies local facilities available for fitness activities. PEPF.5.E

Recreational Games

Motor Skills and Movement Patterns

1. The physically educated student demonstrates competency in a variety of motor skills and movement patterns. PERG.1
    a. Demonstrates competence while performing skills in a variety of recreational game settings and activities PERG.1.A
    b. Performs skills at a level of competence which contributes to health-related fitness. PERG.1.B
    c. Demonstrates proper warm-up and cool-down protocol associated with different life time sport physical activities. PERG.1.C

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Movement Concepts and Principles

2. The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. PERG.2
    a. Integrates a variety of strategies, tactics, concepts, and skills during recreational games activities. PERG.2.A
    b. Evaluates skills needed for recreational games and leisure activities. PERG.2.B

Fitness

3. The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. PERG.3
    a. Maintains or improves fitness level by using the results of the Georgia Fitness Assessment to guide changes in a personal program of physical activity. PERG.3.A
    b. Uses technologies to assess, enhance, and maintain health-related and skill-related fitness. PERG.3.B
    c. Analyzes the relationship between physical activity and longevity. PERG.3.C

Personal and Social Behavior, Rules, Safety, and Etiquette

4. The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. PERG.4
    a. Displays the ability to design rules, procedures, and routines appropriate for the group. PERG.4.A
    b. Demonstrates the ability to apply the rules and etiquette of various physical activities regardless of individual differences. PERG.4.B
    c. Applies safe practices in the physical education setting. PERG.4.C
    d. Describes safety protocol to avoid dehydration, overexertion, and hypo/hyperthermia during physical activity. PERG.4.D
5. The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. PERG.5
    a. Explains why participation in activities is enjoyable and desirable either alone or in a group. PERG.5.A
    b. Participates in activities designed to improve skills for personal challenge, enjoyment, and expression. PERG.5.B

Rhythmics and Dance

Motor Skills and Movement Patterns

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1. The physically educated student demonstrates competency in a variety of motor skills and movement patterns. PERD.1
    a. Demonstrates competence while performing skills in a variety of rhythmic and dance activities. PERD.1.A
    b. Performs skills at a level of competence which contributes to health-related fitness. PERD.1.B
    c. Demonstrates proper warm-up and cool-down protocol associated with different rhythmic and dance activities. PERD.1.C

Movement Concepts and Principles

2. The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. PERD.2
    a. Integrates a variety of strategies, tactics, concepts, and skills during rhythmic and dance activities. PERD.2.A
    b. Evaluates skills needed for rhythm and dance activities. PERD.2.B

Fitness

3. The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. PERD.3
    a. Maintains or improves fitness level by using the results of the Georgia Fitness Assessment to guide changes in a personal program of physical activity. PERD.3.A
    b. Uses technologies to assess, enhance, and maintain health-related and skill-related fitness. PERD.3.B
    c. Analyzes the relationship between physical activity and longevity. PERD.3.C

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Personal and Social Behavior, Rules, Safety, and Etiquette

4. The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. PERD.4
    a. Displays the ability to design rules, procedures, and routines appropriate for the group. PERD.4.A
    b. Demonstrates the ability to apply the rules and etiquette of various physical activities regardless of individual differences. PERD.4.B
    c. Applies safe practices in the physical education setting. PERD.4.C
    d. Describes safety protocol to avoid dehydration, overexertion, and hypo/hyperthermia during physical activity. PERD.4.D
5. The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. PERD.5
    a. Explains why participation in activities is enjoyable and desirable either alone or in a group. PERD.5.A
    b. Participates in activities designed to improve skills for personal challenge, enjoyment, and expression. PERD.5.B

Introductory Team Sports

Motor Skills and Movement Patterns

1. The physically educated student demonstrates competency in a variety of motor skills and movement patterns. PETSTRO.1
    a. Demonstrates competencies in the motor skills and movement patterns needed to participate in sports and games involving controlling and using manipulatives (balls, pucks, birdies, long implements, short implements, and frisbee discs). PETSTRO.1.A
    b. Demonstrates competencies in the motor skills and movement patterns needed to participate in sports and games involving throwing and catching. PETSTRO.1.B
    c. Demonstrate competencies in the motor skills and movement patterns needed to participate in sports and games involving striking with the upper body. PETSTRO.1.C
    d. Demonstrates competencies in the motor skills and movement patterns needed to participate in sports and games involving striking with the lower body. PETSTRO.1.D
    e. Demonstrates competencies in the motor skills and movement patterns needed to participate in sports and games involving striking with long and/or short handled implements. PETSTRO.1.E
    f. Identifies basic muscle groups, bones, and joints used in motor skills and movement patterns. PETSTRO.1.F
    g. Describes how muscles are used in a basic, sport-specific motion in invasion, net, and a striking game or sport. PETSTRO.1.G

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ovement Concepts and Principles

2. The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. PETSTR0.2

    a. Identifies principles and concepts of safety, rules, equipment use, and warm-up/cool-down procedures. PETSTR0.2.A

    b. Identifies the principles and concepts of offensive and defensive player positions and applies correct positioning to game situations. PETSTR0.2.B

    c. Identifies the team sport principles and concepts of basic offense, defense, and set plays for various games. PETSTR0.2.C

    d. Identifies sequences of individual motor skills and movement patterns for body position, movement in general space, and the use of manipulatives in various team sports. PETSTR0.2.D

    e. Identifies a sequence of motor skills and movement patterns for creating offensive and defensive advancements. PETSTR0.2.E

    f. Recognizes offensive and defensive tactics enacted by individual students, a small group, and the whole team. PETSTR0.2.F

Fitness

3. The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. PETSTR0.3

    a. Identifies the cardiovascular benefits of participating in physical activities. PETSTR0.3.A

    b. Identifies the level of physical exertion in various game situations. (e.g., vigorous, moderate, and low). PETSTR0.3.B

    c. Identifies the various health-related and skill-related fitness components needed to enhance performance in various games. PETSTR0.3.C

    d. Identifies risks and safety factors that affect physical activity levels in team sports in heat, heat index, Air Quality Index (AQI), humidity, and cold weather. PETSTR0.3.D

Personal and Social Behavior, Rules, Safety, and Etiquette

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4. The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. PETSTRO.4
    a. Identifies the difference between taunting and celebrating as it relates to sportsmanship. PETSTRO.4.A
    b. Uses communication skills to promote positive team building group dynamics. PETSTRO.4.B
    c. Becomes a problem solver and remains impartial when communicating and coming to a decision regarding a strategy, tactic, principle, concept, or ruling during game play. PETSTRO.4.C
    d. Applies safe practices in physical education setting. PETSTRO.4.D
    e. Identifies and follows the rules of each team sport and game. PETSTRO.4.E
    f. Exhibits proper etiquette, respect for others, and teamwork in a given team sport. PETSTRO.4.F
    g. Uses communication skills to promote positive team building group dynamics. PETSTRO.4.G
    h. Applies safe practices in physical education setting. PETSTRO.4.H
    i. Demonstrates good sportsmanship in all competitive situations. PETSTRO.4.I
5. The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. PETSTRO.5
    a. Recognizes the value of a physically active lifestyle as it relates to high school, college, and career productivity. PETSTRO.5.A
    b. Recognizes the health benefits of participation in life-long team sports and games. PETSTRO.5.B
    c. Recognizes how learning a team sport provides confidence in physical skills that can lead to better social interaction and participation in sports throughout one's life. PETSTRO.5.C
    d. Recognizes how exercise can positively affect psychological fitness and sociological interactions. PETSTRO.5.D
    e. Understands how strategies, tactics, and participation in individual and team sports can be a form of self-expression. PETSTRO.5.E

Intermediate Team Sports — **Motor Skills and Movement Patterns**

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1. The physically educated student demonstrates competency in a variety of motor skills and movement patterns. PEIMT.1

    a. Chooses and employs the appropriate motor skills and movement patterns needed to participate in sports and games involving body control and movement in open and personal space. PEIMT.1.A

    b. Chooses and employs the appropriate motor skills and movement patterns needed to participate in sports and games involving controlling and using manipulates (balls, pucks, birdies, long implements, short implements, and frisbee discs). PEIMT.1.B

    c. Chooses and employs the appropriate motor skills and movement patterns needed to participate in sports and games involving throwing and catching. PEIMT.1.C

    d. Chooses and employs the appropriate motor skills and movement patterns needed to participate in sports and games involving striking with the upper body. PEIMT.1.D

    e. Chooses and employs the appropriate motor skills and movement patterns needed to participate in sports and games involving striking with the lower body. PEIMT.1.E

    f. Chooses and employs the appropriate motor skills and movement patterns needed to participate in sports and games involving striking with long and/or short handled implements. PEIMT.1.F

    g. Compares and contrasts the basic muscle groups, bones, and joints used in motor skills and movement patterns for at least one invasion game, one net game, and one striking game. PEIMT.1.G

    h. Explains how muscles are used in a basic, sport-specific motion utilized in an invasion, net, or striking game or sport in order for a person to participate. PEIMT.1.H

Movement Concepts and Principles

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2. The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. PEIMT.2

    a. Applies the principles and concepts of safety, rules, equipment, and warm-up/cool-down procedures for at least one invasion game, one net game, and one striking game. PEIMT.2.A

    b. Applies the principles and concepts of offensive and defensive player positions and applies the appropriate positioning to game situations in at least one invasion game, one net game, and one striking game. PEIMT.2.B

    c. Applies sequences of motor skills and movement patterns of body position, movement in general space, use of manipulates, and use of force/motion/rotation in least one invasion game, one net game, and one striking game. PEIMT.2.C

    d. Applies a sequence of motor skills and movement patterns for creating space and offensive advancements and scoring in general and in individual space in at least one invasion game, one net game, and one striking game. PEIMT.2.D

    e. Applies motor skills and movement patterns for creating space and defensive play to prevent offensive advancements and scoring in at least one invasion game, one net game, and one striking game. PEIMT.2.E

    f. Employs offensive strategies and tactics enacted by individual students, small group, and the whole team in at least one invasion game, one net game, and one striking game. PEIMT.2.F

    g. Employs defensive strategies and tactics enacted by individual students, small group, and the whole team in at least one invasion game, one net game, and one striking game. PEIMT.2.G

    h. Enacts set plays, strategies and tactics for at least one invasion game, one net game, and one striking game. PEIMT.2.H

Fitness

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3. The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. PEIMT.3

    a. Compares and contrasts the cardiovascular benefit of participating in physical activities between at least one invasion game, one net game, and one striking game. PEIMT.3.A

    b. Compares and contrasts the level of physical exertion (e.g., vigorous, moderate, and low) between at least one invasion game, one net game, and one striking game. PEIMT.3.B

    c. Compares and contrasts the muscular endurance needed when competing in at least one invasion game, one net game, and one striking game. PEIMT.3.C

    d. Compares and contrasts the muscular power needed when competing in at least one invasion game, one net game, and one striking game. PEIMT.3.D

    e. Compares and contrasts the flexibility needed when competing in at least one invasion game, one net game, and one striking game. PEIMT.3.E

    f. Discusses risks and safety factors that affect physical activity levels in team sports in heat, humidity, and cold. PEIMT.3.F

Personal and Social Behavior, Rules, Safety, and Etiquette

4. The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. PEIMT.4

    a. Identifies the difference between taunting and celebrating as it relates to sportsmanship PEIMT.4.A

    b. Uses communication skills to promote positive team building group dynamic PEIMT.4.B

    c. Becomes a problem solver and remains impartial when communicating and coming to a decision regarding a strategy, tactic, principle, concept, or ruling during an activity or game. PEIMT.4.C

    d. Applies safe practices in physical education settings. PEIMT.4.D

    e. Identifies and follows the rules of each team sport and game. PEIMT.4.E

    f. Exhibits proper etiquette, respect for others, and teamwork in given team sport. PEIMT.4.F

    g. Uses communication skills to promote positive team building group dynamics. PEIMT.4.G

    h. Applies safe practices in physical education setting. PEIMT.4.H

    i. Discusses appropriate responses to success, failure, sportsmanship, conflict, and teammate encouragement as it relates to participation in team sports. PEIMT.4.I

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5. The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. PEIMT.5

   a. Assesses the value of a physically active lifestyle as it relates to high school, college, and career productivity. PEIMT.5.A

   b. Compares the health benefits of participation in life-long team sports and games. PEIMT.5.B

   c. Investigates how learning a team sport provides confidence in physical skills that can lead to better social interaction and participation in sport throughout one's life. PEIMT.5.C

   d. Differentiates how exercise can positively affect psychological fitness and sociological interactions. PEIMT.5.D

   e. Formulates ideas regarding how strategies, tactics, and participation as an individual and player in team sports can be a form of self-expression. PEIMT.5.E

   f. Discusses appropriate interactions between students, teammates, coaches, officials, administrators, and parents as it relates to the team sports. PEIMT.5.F

Advanced Team Sports

Motor Skills and Movement Patterns

1. The physically educated student demonstrates competency in a variety of motor skills and movement patterns. PETSAD.1

   a. Summarizes and assesses the appropriate motor skills and movement patterns needed to participate in sports and games. PETSAD.1.A

   b. Summarizes and assesses the appropriate motor skills and movement patterns needed to participate in sports and games involving controlling and using manipulates (balls, pucks, birdies, long implements, short implements, and frisbee discs). PETSAD.1.B

   c. Summarizes and assesses the appropriate motor skills and movement patterns needed to participate in sports and games involving throwing and catching. PETSAD.1.C

   d. Summarizes and assesses the appropriate motor skills and movement patterns needed to participate in sports and games involving striking with the upper body. PETSAD.1.D

   e. Summarizes and assesses the appropriate motor skills and movement patterns needed to participate in sports and games involving striking with the lower body. PETSAD.1.E

   f. Summarizes and assesses the appropriate motor skills and movement patterns needed to participate in sports and games involving striking with long and/or short handled implements. PETSAD.1.F

   g. Summarizes and assesses the basic muscle groups, bones, and joints used in motor skills and movement patterns in at least one invasion game, one net game, and one striking game. PETSAD.1.G

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   h. Summarizes and assesses how muscles are used in a basic, sport-specific motion that is used in an invasion, net, or striking game or sport. PETSAD.1.H

Movement Concepts and Principles

2. The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. PETSAD.2
    a. Conveys the principles and concepts of safety, rules, equipment, and warm-up/cool-down procedures for at least one invasion game, one net game, and one striking game. PETSAD.2.A
    b. Conveys the principles and concepts of offensive and defensive player positions and applies the appropriate positioning to game situations for at least one invasion game, one net game, and one striking game. PETSAD.2.B
    c. Conveys the principles and concepts of basic offensive, defensive, and set plays for at least one invasion game, one net game, and one striking game. PETSAD.2.C
    d. Conveys sequences of individual motor skills and movement patterns for use of body position, movement in general space, use of manipulates, and use of force/motion/rotation for at least one invasion game, one net game, and one striking game. PETSAD.2.D
    e. Conveys applications of a sequence of partner and whole team motor skills and movement patterns for creating space and offensive advancements and scoring in general and individual space for at least one invasion game, one net game, and one striking game. PETSAD.2.E
    f. Conveys applications of a sequence of partner and whole team motor skills and movement patterns for creating space and defensive play to prevent offensive advancements and scoring in general and personal space for at least one invasion game, one net game, and one striking game. PETSAD.2.F
    g. Conveys applications of an offensive strategies and tactics enacted by individual students, small groups, and the whole team using appropriate motor skills and movement patterns in at least one invasion game, one net game, and one striking game. PETSAD.2.G
    h. Conveys applications of defensive strategies and tactics enacted by individual students, small group, and the whole team using appropriate motor skills and movement patterns in at least one invasion game, one net game, and one striking game. PETSAD.2.H
    i. Conveys applications of strategies for set plays and tactics for at least one invasion game, one net game, and one striking game. PETSAD.2.I

Fitness

Skip to main content

3. The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. PETSAD.3

   a. Interprets and evaluates the cardiovascular benefit of participating in an invasion game, one net game, and one striking game. PETSAD.3.A

   b. Interprets and evaluates the level of physical exertion (vigorous, moderate, and low) in an invasion game, a net game, and a striking game. PETSAD.3.B

   c. Interprets and evaluates the muscular endurance needed when competing in an invasion game, a net game, and a striking game. PETSAD.3.C

   d. Interprets and evaluates the muscular power needed when competing in an invasion game, a net game, and a striking game. PETSAD.3.D

   e. Interprets and evaluates the flexibility needed when competing in an invasion game, a net game, and a striking game. PETSAD.3.E

   f. Interprets and evaluates the risks and safety factors that affect physical activity levels in team sports in heat, humidity, and cold. PETSAD.3.F

Personal and Social Behavior, Rules, Safety, and Etiquette

4. The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. PETSAD.4

   a. Identifies and follows the rules of each team sport. PETSAD.4.A

   b. Exhibits proper etiquette, respect for others, and teamwork in given team sport PETSAD.4.B

   c. Uses communication skills to promote positive team building group dynamics. PETSAD.4.C

   d. Becomes a problem solver and remains impartial when communicating and coming to a decision regarding a strategy, tactic, principle, concept, or ruling during an activity or game. PETSAD.4.D

   e. Applies safe practices in physical education setting. PETSAD.4.E

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5. The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. PETSAD.5

   a. Promotes the value of a physically active lifestyle as it relates to high school, college, and career productivity. PETSAD.5.A

   b. Promotes the health benefits of participation in life-long team sports and games. PETSAD.5.B

   c. Advocates how learning a team sport provides confidence in physical skills that can lead to better social interaction and participation in sports throughout one's life. PETSAD.5.C

   d. Advocates how exercise can positively affect psychological fitness and sociological interactions. PETSAD.5.D

   e. Advocates how strategies, tactics, and participation as an individual and player in team sports can be a form of self-expression. PETSAD.5.E

   f. Conveys appropriate responses to success, failure, sportsmanship, and conflict as it relates to team sport participation. PETSAD.5.F

   g. Conveys appropriate interactions between students, teammates, coaches, officials, administrators, and parents as it relates to the team sport participation. PETSAD.5.G

Track and Field

Motor Skills and Movement Patterns

1. The physically educated student demonstrates competency in a variety of motor skills and movement patterns. PETF.1

   a. Demonstrates competence while performing skills in track and field activities. PETF.1.A

   b. Performs skills at a level of competence which contributes to health-related fitness. PETF.1.B

   c. Demonstrates proper warm-up and cool-down protocol associated with different track and field activities. PETF.1.C

Movement Concepts and Principles

2. The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. PETF.2

   a. Integrates a variety of strategies, tactics, concepts, and skills during track and field activities. PETF.2.A

   b. Evaluates skills needed for track and field activities. PETF.2.B

Fitness

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3. The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. PETF.3

   a. Maintains or improves fitness level by using the results of the Georgia Fitness Assessment to guide changes in a personal program of physical activity. PETF.3.A

   b. Uses technologies to assess, enhance, and maintain health-related and skill-related fitness. PETF.3.B

   c. Analyzes the relationship between physical activity and longevity. PETF.3.C

Personal and Social Behavior, Rules, Safety and Etiquette

4. The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. PETF.4

   a. Displays the ability to design rules, procedures, and routines appropriate for the group. PETF.4.A

   b. Demonstrates the ability to apply the rules and etiquette of various physical activities regardless of individual differences. PETF.4.B

   c. Applies safe practices in the physical education setting. PETF.4.C

   d. Describes safety protocol to avoid dehydration, overexertion, and hypo/hyperthermia during physical activity. PETF.4.D

5. The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. PETF.5

   a. Explains why participation in activities is enjoyable and desirable either alone or in a group. PETF.5.A

   b. Participates in activities designed to improve skills for personal challenge, enjoyment, and expression. PETF.5.B

Weight Training

Motor Skills and Movement Patterns

1. The physically educated student demonstrates competency in a variety of motor skills and movement patterns. PEWT.1

   a. Demonstrates proper spotting techniques for lifts and exercises as needed. PEWT.1.A

   b. Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts. PEWT.1.B

   c. Demonstrates proper biomechanics for use of free weights and resistance machines. PEWT.1.C

   d. Demonstrates independent learning of movement skills and patterns for speed and agility. PEWT.1.D

   e. Demonstrates proper posture, form, and flexibility in weight training. PEWT.1.E

ovement Concepts and Principles

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2. The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. PEWT.2

   a. Observes the lifting technique of another student. PEWT.2.A

   b. Observes another student performing a plyometric exercise. PEWT.2.B

   c. Identifies muscles used for upper and lower body lifts. PEWT.2.C

   d. Identifies safety equipment required for participation in weight training. PEWT.2.D

   e. Meets increasingly higher levels of strength and endurance. PEWT.2.E

   f. Identifies various exercises to enhance the development of muscle groups. PEWT.2.F

   g. Charts progress in a variety of upper and lower body lifts. PEWT.2.G

   h. Recognizes importance of a variety of sets, repetitions, and work-loads. PEWT.2.H

   i. Performs a variety of upper and lower body lifts or exercises for muscular development. PEWT.2.I

   j. Exhibits understanding of terminology associated with weight training. PEWT.2.J

Fitness

3. The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. PEWT.3

   a. Designs and implements a strength and conditioning plan that supports a healthy life style. PEWT.3.A

   b. Creates a fitness plan for life changes. PEWT.3.B

   c. Establishes goals for skill-based strength training and conditioning by using progressive variations. PEWT.3.C

   d. Applies specificity, overload, and progression to increase the intensity of the workout. PEWT.3.D

   e. Participates in the Georgia criterion-referenced, health-related fitness assessment with teacher supervision and guidance. PEWT.3.E

   f. Evaluates current fitness scores on the Georgia Fitness Assessment. PEWT.3.F

   g. Uses technologies to assess, enhance, and maintain health-related and skill-related fitness. PEWT.3.G

   h. Analyzes the relationship between physical activity and longevity. PEWT.3.H

   i. Evaluates the relationship between exercise (fitness) and nutrition (activity progression log). PEWT.3.I

   j. Explains the effect exercise has on metabolism. PEWT.3.J

   k. Performs skills correctly during strength training conditioning and health related fitness. PEWT.3.K

   l. Improves performance for long term personal development and health. PEWT.3.L

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Personal and Social Behavior, Rules, Safety and Etiquette

4. The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. PEWT.4
    a. Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting. PEWT.4.A
    b. Exhibits the ability to demonstrate safe and responsible behavior. PEWT.4.B
    c. Identifies the difference between encouraging and discouraging progression while training. PEWT.4.C
    d. Demonstrates the ability to apply the rules and etiquette of various weight training activities. PEWT.4.D
5. The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. PEWT.5
    a. Explains why participation in weight training is enjoyable and desirable either alone or in a group. PEWT.5.A
    b. Participates in activities designed to improve skills for personal challenge, enjoyment, and expression. PEWT.5.B

Advanced Weight Training

Motor Skills and Movement Patterns

1. The physically educated student demonstrates competency in a variety of motor skills and movement patterns. PEAWT.1
    a. Develops a workout with a variety of sets and repetitions to improve muscular strength and endurance. PEAWT.1.A
    b. Develops a routine of varying plyometric, speed, and agility drills. PEAWT.1.B
    c. Implements multiple upper and lower body exercises during the course of a workout. PEAWT.1.C
    d. Demonstrates understanding of the various disciplines of weight training (powerlifting, super-setting, and sport specific explosion). PEAWT.1.D

Movement Concepts and Principles

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2. The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. PEAWT.2
    a. Compares and constructs specific activities to be used in warm-up and cool-down exercises. PEAWT.2.A
    b. Identifies and discusses with classmates the training procedures of upper and lower-body resistance exercises. PEAWT.2.B
    c. Applies concepts and plans a series of exercises in order to maximize the benefits of a weight-training program. PEAWT.2.C
    d. Applies concepts and assists others in developing a comprehensive exercise plan for weight training. PEAWT.2.D
    e. Explains the concept of over-training to classmates. PEAWT.2.E
    f. Designs an exercise program to allow appropriate recovery. PEAWT.2.F
    g. Measures and assesses a higher performance level of balance, coordination, power and speed. PEAWT.2.G
    h. Explains how to select and modify strength conditioning and fitness activities. PEAWT.2.H

Fitness

3. The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. PEAWT.3
    a. Participates daily in strength-training activities. PEAWT.3.A
    b. Analyzes the benefits of a physically active lifestyle. PEAWT.3.B
    c. Identifies local facilities where weight training opportunities are available. PEAWT.3.C
    d. Investigates the relationships between physical activity and nutrition and how it influences body composition. PEAWT.3.D
    e. Participates in the components of the Georgia Fitness Assessment with teacher supervision and guidance. PEAWT.3.E
    f. Evaluates current Georgia Fitness Assessment scores. PEAWT.3.F
    g. Designs, implements, and monitors a program of improvement or maintenance based on the results of the Georgia Fitness Assessment. PEAWT.3.G
    h. Designs a nutrition plan to support a strength-training program. PEAWT.3.H
    i. Assists classmates in understanding how to evaluate fitness scores and how to develop a fitness plan including nutrition, strength training, and cardiovascular exercises. PEAWT.3.I
    j. Analyzes and applies technology for supporting an active lifestyle. PEAWT.3.J

Personal and Social Behavior, Rules, Safety and Etiquette

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4. The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. PEAWT.4
    a. Accepts responsibility for the safety of the facility by putting all equipment in the proper locations. PEAWT.4.A
    b. Accepts differences between personal characteristics and individual performance levels. PEAWT.4.B
    c. Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. PEAWT.4.C
    d. Applies practices for participating safely in physical activity. PEAWT.4.D
    e. Provides leadership by helping classmates with weight room etiquette and proper facility safety reminders (injury prevention, hydration, use of equipment, implementation of rules, and sun protection). PEAWT.4.E
5. The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. PEAWT.5
    a. Explains the personal value derived from weight training. PEAWT.5.A
    b. Analyzes the health benefits of strength training. PEAWT.5.B
    c. Creates the opportunity for social interaction in physical activity and group settings. PEAWT.5.C
    d. Chooses an appropriate level of challenges within each activity. PEAWT.5.D