

**South Carolina Correlations for *Fitness for Life*, 1-4504-0022-1
Recommended for students in grades 10-12.
Organized by Physical Education Standards, Course Code**

Legend:

SE = student edition (textbook)

TE = teacher’s edition or teacher’s guide

Boldface page references = in-depth coverage of standard

Non-boldface page references = mention of content related to standard

<p>Standard 1: Psychomotor domain The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>The student should develop competence in at least two different movement forms. The student should come to recognize the movement form competencies as establishing a foundation for continued motor skill acquisition and maintaining a physically active lifestyle.</p>	Benchmark	<p>Found In (Specify Student Edition, Teacher’s Edition, or other)</p>	<p>Location (Please provide page number, plus other clarifying info when needed)</p>
<p>HS-1.1 Demonstrate competency and/or refines activity-specific movement skills in two or more of the following movement forms: aquatics, dance, outdoor pursuits, individual, dual and team sports taught as lifetime activities.</p>	HS-1.1:	SE	<p>21-22, 131-132, 184-185, 423-424, 426-427, 429-432, 433, 434</p>
		TE	<p>5-8, 13-17, 18-21, 25, 29-30, 171-174, 175-178, 179-182, 187, 188, 189-190, 274-278, 279-283, 284-288, 289-293, 294-299, 300-303, 653-</p>

			655, 656-658, 659-661, 662-666, 667-669, 672-673, 674-675, 676
H-1.2 Demonstrate competency in one or more specialized skills in health-related fitness activities (for example, yoga, strength training, or Crossfit).	H-1.2:	SE	21-22, 131-132, 184-185, 423-424, 426-427, 429-432, 433, 434
		TE	5-8, 13-17, 18-21, 25, 29-30, 171-174, 175-178, 179-182, 187, 188, 189-190, 274-278, 279-283, 284-288, 289-293, 294-299, 300-303, 653-655, 656-658, 659-661, 662-666, 667-669, 672-673, 674-675, 676

Standard 2: Cognitive Domain The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance. The student should learn to analyze motor performance and to use that information to improve his or her own performance. The student should use cognitive information to understand and enhance his or her motor skill acquisition and performance and to design a personal fitness program.	Benchmark	Found In (Specify Student Edition, Teacher's Edition, or other)	Location (Please provide page number, plus other clarifying info when needed)
HS-2.1 Apply the terminology associated with exercise and participation in selected individual, dual and team sports taught as lifetime activities.	HS-2.1	SE	5-7, 131-132 , 137-141, 175-180, 182-183, 241, 428, 429-

			432, 433, 443-449
		TE	2-4, 179-182 , 203-206, 274-278, 279-283, 662-666, 685-690
HS-2.2 Use movement, concepts, and principles (for example, force, motion, and rotation) to analyze and improve performance of self and/or others).	HS-2.2	SE	5-7, 19-23, 24-25 , 34-35, 113, 131-132 , 141-142, 184-185, 249 , 273-275, 437-441, 442, 452 , 467
HS-2.3 Collect, analyze, and assess his or her own health-related physical fitness data through a state approved standardized fitness test (for example, Fitnessgram).		TE	2-4, 5-8, 187, 189-190 , 203-206, 289-293, 355-357, 392-395, 682-684, 694-696, 704-706 , 717-720
	HS-2.3	SE	5-7, 11-16 , 34-35, 36-42, 53-56, 57-60, 66, 103, 106-107 , 142, 143, 157, 159-160, 161-162, 165-169, 172, 208-209, 210-217, 218-224 , 241, 248, 250, 258-260, 282-285, 334-335
		TE	2-4, 13-17 , 37-40, 48-51, 69-71, 79-82, 140-142, 143-146, 150-153 , 156, 157, 158, 160, 161, 179-182, 189-190, 203-206, 215-218, 222-223, 236-238, 239-241, 243-247, 248-253, 266-267 , 328,

<p>HS-2.4 Design a long-term personal fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness (for example, plans a summer personal conditioning program).</p>			<p>341-342, 368-371, 377, 392-395, 405, 407-410,</p>
	HS-2.4	SE	<p>34-35, 36-42, 53-56, 57-60, 61-64, 66, 67-68, 144-147, 150, 186-192, 195, 218-226, 241, 266-268, 270, 278-280, 286-291, 292-297, 299, 327-333, 342</p>
		TE	<p>69-71, 72-74, 75-78, 83-85, 86, 87-89, 90-91, 97-98, 99-101, 140-142, 143-146, 147-149, 154-156, 157, 158, 159, 160, 183-186, 203-206, 207-211, 219-221, 224-225, 279-283, 302-303, 304-305, 396-400, 469-472, 473-476, 477-478, 479-481, 482-484, 485-488, 492-493, 494-496</p>

<p>Standard 3: Psychomotor Domain The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness.</p> <p>The student should learn to choose—and, on a regular basis, to participate in—physical activities that enable him or her to achieve and maintain a health-enhancing level of physical fitness. The</p>	Benchmark	Found In (Specify Student Edition, Teacher’s Edition, or other)	Location (Please provide page number, plus other clarifying info when needed)
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<p>student should come to feel empowered to assume an active role in managing his or her participation in physical activity now and throughout future years.</p>			
<p>HS-3.1 Monitor his or her own participation in physical activity (for example, measures through the use of a pedometer, heart-rate monitor, and physical activity log).</p>	<p>HS-3.1</p>	<p>SE</p>	<p>11-16, 24-25, 32-35, 57-60, 100-101, 103, 106-107, 112-113, 144-147, 150, 165-169, 172, 184-185, 186-192, 195, 210-217, 258-260, 282-285, 334-335</p>
		<p>TE</p>	<p>25, 26, 27-28, 29, 30, 44-47, 48-51, 52-54, 58-59, 60-61, 74, 75-78, 79-82, 83-85, 90-91, 92-93, 120-123, 147-149, 150-153, 154-156, 161, 179-182, 183-186, 211-214, 215-218, 219-221, 227-228, 237, 238, 239-242, 243-247, 248-253, 254-258, 259-260, 266-267, 283, 284-288, 289-293, 294-299, 302-303, 306-307, 327-330, 331-334, 335-338, 344-346, 363-367, 368-371, 372-377, 396-400, 401-406, 407-410, 411-413, 420</p>
<p>HS-3.2 Identify community resources to support varied</p>	<p>HS-3.2</p>	<p>SE</p>	<p>18-19, 32-35, 176-</p>

opportunities for participating in physical activity outside of physical education class (for example, researching community resources and presenting this information to the class).			183, 193-194, 269, 340-341, 425, 463-464
		TE	5-8, 54, 119, 142, 221, 293, 299, 338, 362, 382, 410, 696, 699, 715, 720
HS-3.3 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment.	HS-3.3	SE	36, 37-42, 57-60, 69, 96-99, 102-103, 119-123, 139-142, 143, 160, 161-162, 163-165, 204, 278, 327-333, 342
		TE	41-43, 44-47, 48-51, 72-74, 75-78, 79-82, 120-123, 150-153, 154-156, 179-182, 187, 211-214, 215-218, 219-221, 243-247, 248-252, 254-258, 261-262, 284-287, 294-299, 327-330, 363-367, 479-481
HS-3.4 Implement a long-term personal fitness plan to improve or maintain health-related physical fitness based on FITT (frequency, intensity, type, and time) training principles.	HS-3.4	SE	36, 37-42, 43-47, 53-56, 61-64, 66, 67-68, 94-99, 106-107, 119-123, 144-147, 150, 186-192, 195, 218-226, 241, 265-268, 270, 286-291, 299, 327-333, 342
		TE	72-74, 87-89, 90-91,

			92-93, 96, 97-98, 140-142, 143-146, 154-156, 179-182, 189-190, 203-206, 207-210, 224-225, 230, 279-283, 302-303, 304-305, 309, 335-338, 343, 344-347, 358-362, 372-377, 384-385, 387, 396-400, 401-406, 415-417, 422, 469-472, 477-478, 482-484, 485-487, 492-493, 496, 512-514, 584-586, 640-641
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Standard 4: Affective Domain The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings. The student should learn to demonstrate leadership by holding him- or herself as well as others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings. The student should gain the ability to synthesize and evaluate his or her knowledge regarding the role of physical activity in a culturally diverse society.	Benchmark	Found In (Specify Student Edition, Teacher’s Edition, or other)	Location (Please provide page number, plus other clarifying info when needed)
HS-4.1 Evaluate his or her own ability to work cooperatively within a group to establish and achieve group goals in competitive and cooperative settings (for example, a student rates themselves according to Hellison’s model of Teaching Responsibility through Physical Activity levels).	HS-4.1	SE	117-118, 193-194, 336, 338-339, 340-341, 428, 434

		TE	168-170, 175-178, 294-299, 473-476, 662-666, 667-669
HS-4.2 Design and apply strategies for including persons of diverse backgrounds and abilities in group physical-activity settings (for example, invites less- skilled students to participate in a warm-up activity prior to class).	HS-4.2	SE	5, 336, 338-339, 340-341, 430-432, 434, 455-458, 459, 460, 461, 467
		TE	473-476, 488, 659-661, 662-666, 667-669, 685-690, 691-693, 713-716, 717-720, 725-727, 728-721, 732, 736
HS-4.3 Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.	HS-4.3	SE	193-194, 340-341, 458-460, 467
		TE	296-298 , 473-476, 713-716, 717-720, 723-724, 725-727, 728-731, 732, 734, 736
HS-4.4 Apply best practices for participating safely in physical activity, exercise and dance (for example, injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).	HS-4.4	SE	73-79, 88-89, 124-130, 186-188, 225, 227-240, 248-249, 250, 287-288, 408-412, 414-417, 418
		TE	109-112, 117-119, 127-128, 171-174, 183-186, 188, 276-278, 279-283, 335-338, 355-357, 368-371, 372-377, 401-406, 407-410, 411-413, 613-616

<p>Standard 5: Affective Domain The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>The student should acquire the ability to experience satisfaction and enjoyment while pursuing personal physical activity goals and to recognize that physical activity can provide a positive environment for social interaction.</p>	Benchmark	Found In (Specify Student Edition, Teacher's Edition, or other)	Location (Please provide page number, plus other clarifying info when needed)
<p>HS-5.1 Analyze the health benefits of various physical activities.</p>	HS-5.1	SE	20-23, 31-35, 82-87, 90 , 96-99, 137-142, 153-154, 162, 163-164, 175-180, 181, 182-183, 184-185, 223, 227-240, 242, 251-257, 292-297, 328
		TE	9-12, 13-17, 18-21, 25, 26, 27-28, 29-30, 44-47, 52-56, 58-59, 124-127, 129-131, 158, 203-206, 235-238, 274-278, 323-326, 327-330, 372-377, 392-395, 477-478
<p>HS-5.2 Examine how personal meanings derived from various physical activities may change and influence an individual's choices across the life span (for example, reflects on possible reasons for choosing to participate in a lifetime sport after high school).</p>	HS-5.2	SE	31-35, 43-47, 102-105, 139-140, 144-147, 175-180, 182-183, 187-188, 286-287, 322-323, 336, 338-339, 408-412, 414-417, 418, 425,

			426-427, 450-451, 464-467
		TE	37-40, 41-43, 52-54, 86, 178 , 203-206, 263-264, 294-299, 327-330, 331-334, 355-357, 366-367, 392-395, 396-400, 411-413, 473-476, 617-620, 628-630, 684, 713-716, 717-720
HS-5.3 Analyze the health benefit of various physical activities.	HS-5.3	SE	20-23, 31-35, 82-87, 90 , 96-99, 137-142, 153-154, 162, 163-164, 175-180, 181, 182-183, 184-185 , 223, 227-240, 242, 251-257, 292-297, 328
		TE	9-12, 13-17, 18-21, 25, 26, 27-28, 29-30, 44-47, 52-56, 58-59, 124-127, 129-131 , 158, 203-206, 235-238, 274-278, 323-326 , 327-330, 372-377, 392-395, 477-478
HS-5.4 Select and participate in physical activities or dance that meet the need for self-expression and enjoyment.	HS-5.4	SE	175-180, 182-183 , 187-192, 193-194 , 241, 464-467
		TE	274-278, 284-288, 294-299 , 662-666, 667-669, 691-693,

			713-716, 717-720, 725-727, 728-731
HS-5.5 Identify the opportunity for social support in various physical activities.	HS-5.5	SE	31-35, 48-49, 117-118, 150, 170-171, 269, 322-323, 338-339, 340-341, 412, 418, 455-460, 461, 466, 467
		TE	358-362, 382, 625-627, 662-666, 667-669, 691-693, 713-716, 7117-720, 725-727, 728-731
