# Public Safety Physical Education Course No. 44020 Credit: 1.0

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| --- | --- | --- | --- |
| **Student name:** |  | **Graduation Date:** |  |

Pathways and CIP Codes:Corrections, Security, Law, & Law Enforcement Services (43.0199) – Law Enforcement Strand; Emergency & Fire Management Services (43.0299)

Course Description: A **technical level** course designed to assist students enrolled in a LPSCS Career Cluster maintain a healthy lifestyle and prepare to take the CPAT Certification Test.

Directions:The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills or professional attitude.

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

## Benchmark 1: Demonstrate Competency in a Variety of Motor Skills and Movement Patterns

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Demonstrate competency in two or more lifetime activities (weightlifting, outdoor pursuits, self-defense) |  |
| 1.2 | Demonstrate competency in two or more specialized skills in health-related fitness activities |  |

## Benchmark 2: Apply Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Utilize the terminology associated with exercise and participation in selected individual-performance activities. |  |
| 2.2 | Demonstrate movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill |  |

## Benchmark 3: Click or tap here to enter text.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Discuss the benefits of a physically active lifestyle as it relates to college/career productivity. |  |
| 3.2 | Investigate the relationships among physical activity, nutrition and body composition. |  |
| 3.3 | Identify issues associated with exercising in heat, humidity, and cold. |  |
| 3.4 | Apply rates of perceived exertion and pacing. |  |
| 3.5 | Create a plan, train for, and participate in an event with a focus on physical activity (e.g., CPAT and Cooper Fitness training). |  |
| 3.6 | Demonstrate appropriate technique in resistance-training machines and free weights. |  |
| 3.7 | Relate physiological responses to individual levels of fitness and nutritional balance. |  |
| 3.8 | Identify the different energy systems used in a selected physical activity (e.g., ATP-PC, anaerobic/glycolysis, aerobic). |  |
| 3.9 | 13. Identify and utilize types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, PNF, dynamic) for personal fitness development (e.g., strength, endurance, range of motion). |  |
| 3.10 | Calculate target heart rate and apply HR information to personal fitness plan. |  |
| 3.11 | Adjust pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. |  |
| 3.12 | Design a fitness program, including all components of health-related fitness, for a college student and an employee in the learner’s chosen field of work. |  |
| 3.13 | Analyze the components of skill-related fitness in relation to life and career goals, and design an appropriate fitness program for those goals. |  |
| 3.14 | Design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. |  |
| 3.15 | Identify stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. |  |

I certify that the student has received training in the areas indicated.

Instructor Signature:

For more information, contact:

CTE Pathways Help Desk

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