**FITNESS**

**Cognitive**

1.      The students will understand the difference between a set and a repetition.

2.      The students will understand the priority, progression, specificity and overload principles.

3.      The students will understand the lifetime benefits of fitness.

4.      The students will understand the importance of target heart rate.

5.      The students will understand the difference between aerobic and anaerobic exercise.

**Psychomotor**

1.      The students will demonstrate proper breathing techniques during weight training.

2.      The students will demonstrate proper spotting techniques.

3.      The students will use proper technique when lifting.

4.      The students will be able to take their pulse.

**Affective**

1.      The students will maintain equipment and properly use machines.

2.      The students will display good sportsmanship during play in victory or defeat.

3.   The students will utilize the concept of teamwork during play.

4.  The students will demonstrate behavior that is consistent with “safe” guidelines as outlined by the teacher.

5.   The students will be sensitive to the differences in physical ability levels of other students.

Safety in regards to unit topic
• Enhance fitness - muscular strength, muscular endurance, flexibility, endurance, and body composition
• Learn and be able to understand where and when the three different wellness's (i.e., biological, psychological, and social) are used in daily activities
• Learn and be able to form their own fitness goals to what is meaningful to their lives
• Understand how the wellness continuum is essential to how they perceive exercise in regards to challenge and physical fatigue while also understand how the wellness continuum presents itself to their own life
• Learn and apply the five components of fitness
• Learn and apply the FITT-principle when generating their own work out program
• Learn that there are more than one way of exercising for fitness and a healthy life style
• Learn how to design a personal strength training program that is developmentally appropriate and address the basic guidelines for strength training.
• Learn and apply the six muscle groups in regards to specificity.
• Enhance manipulative skills
• Enhance locomotor skills combined with manipulative skills
• Enhance nonlocomotor skills combined with manipulative skills
• Improve eye-hand coordination
• Exercise to fatigue
• Display resilience when fatigue sets in
• Increase self-esteem and self-efficacy
• Enhance the students ability to interact with other students
• Improve body awareness
• Improve kinesthetic intelligence
• Improve spatial awareness
• Decrease number of accidents due to poor body control
• Fun and enjoyment
• Promote long term gains through enjoyment and success, which will result in continued voluntary participation in physical activity
• Promote desire to participate in fitness related activities for personal goals

Fitness for Life

*Fitness for Life* is an individualized, concepts-based, one-semester course designed to give students the knowledge and skills necessary to self-assess, create, conduct, evaluate, and redesign personal fitness programs. It is required of all 8th grade students and there are no substitutions, including participation in athletics. The course is a combination of classroom and activity-based learning activities with a focus on proper nutrition and the mastery of skills and concepts necessary for students to

become accomplished monitors of their personal lifetime fitness. Through participation, students learn to compare the fitness benefits in a variety of individual and team activities.

Students become proficient in the use of a variety of assessments, measurement devices, exercise equipment, web and community resources, and computer software. Assigned reading and writing assignments, which include activity journals and portfolios, broaden the physical education experience and contribute to the literacy of students. An approved student text or the USOE *Fitness for Life Curriculum Guide* is an integral part of the course. Opportunities for academic service-learning are made available to students.

*Fitness for Life* presents students with the most substantial fitness education they will receive in high school. The teacher directly supervises classroom and participation sessions and serves as both facilitator and instructor working to individualize programs and outcomes for students. Fitness testing is used to establish individual baseline levels for designing fitness programs, to show improvement, and to provide students with personal information. Scores on fitness tests are not used as the primary or only measure of success in *Fitness for Life*. The *FitnessGram* and the *Presidential Physical Fitness Test* are recommended for use in this class.

Outside resources such as guest speakers and local facilities are utilized to increase the

effectiveness of this course. Teachers guide students to make individual decisions about their personal fitness programs and to develop positive attitudes and behaviors toward proper nutrition and fitness activities.

Measures are taken to ensure the physical and emotional safety of all students. Equipment is inspected and maintained in proper working condition, and facilities are kept clean and free from hazards. Activities are offered which are safe and developmentally appropriate. Enrollment numbers meet Northwest accreditation limiting standards so students are safely supervised, and the curriculum is delivered effectively. Students feel free to participate and explore without the fear of failure, harm, or ridicule.

*Fitness for Life* may be taught in conjunction and integrated with the required *Health Education* course in the tenth grade. This course is a two-semester class, is team-taught, and students receive .5 credit for *Health* and .5 credit for *Fitness for Life*. Students do not receive health or physical education credit when they have attended the combined course for only one semester. There are no substitutes for this class, but students may elect to take *Fitness for Life* through the Electronic High School or earn credit by passing the *Fitness for Life* Competency Test if offered by the local district.

Fitness for Life Core Curriculum

**Standard 1: Students will demonstrate competency in motor skills and movement patterns**

**needed to perform a variety of physical activities.**

Objective 1: Demonstrate an understanding of the fitness outcomes in a variety of activities.

a. Demonstrate basic competence in a variety of activities that contribute to improvement of overall fitness.

b. Analyze daily activities such as walking, climbing, lifting, and various household chores for their ability to provide fitness benefits.

c. Modify sports and activities to include an aerobic benefit.

d. Use **FITT** (frequency, intensity, time, type) guidelines to evaluate activities.

Objective 2: Demonstrate active participation outside of the school day.

a. Participate in recreational activities offered through community agencies.

b. Participate in activities developing fitness outside of the school day.

c. Maintain activity journals illustrating activity participation outside of school hours.

**Standard 2: Students will demonstrate understanding of movement, fitness and nutrition**

**concepts, principles, and strategies as they apply to the learning and performance of fitness**

**activities.**

Objective 1: Recognize the relationship between physical activity and personal health.

a. Recognize that health-related fitness is a lifelong process unique to each individual.

b. Identify genetic influences on body type, sedentary lifestyle diseases, muscle types,

 and rates of weight gain and loss.

c. Describe how physical activity affects body mass composition, including muscle and

 fat percentages and bone density.

d. Describe the mental, social, and psychological benefits of physical activity.

e. Describe how exercise increases longevity and quality of life through the reduction of

 stress.

Objective 2: Explain the elements of physical fitness, e.g., flexibility, cardiovascular endurance, and body composition).

a. Review the elements of physical fitness.

b. Define maximum volume of oxygen uptake (VO2 Max), respiratory rate, cardiac output, stroke volume, and heart rate, all concepts of cardiovascular endurance.

c. Explore concepts related to flexibility, e.g., genetics, static vs. ballistic stretching, and joint variations.

d. Explain the concepts related to muscular strength, e.g., isotonic, isometric, and isokinetic exercises, the overload principle, and the work/rest ratio.

e. Explain the concepts related to muscular endurance, e.g., high repetitions with low

resistance, sport specificity, and the work/rest ratio.

f. Explain the concepts related to body composition, e.g., the difference between being

overweight and obese, genetic influences, and various ways to measure body composition.

Objective 3: Explain training principles and how they impact physical fitness.

a. Explain the principles of warm-up and cool-down as they relate to proper stretching, active vs. passive recovery, and injury prevention and rehabilitation.

b. Explain methods and the importance of using heart rates to monitor the intensity of

physical activities.

c. Calculate individual target heart rate training zones by using the maximum heart rate

formula or maximum heart rate reserve formula.

d. Provide definitions for overload, progression, specificity, reversibility, frequency,

duration, intensity, and rest and recovery.

e. Compare aerobic and anaerobic activities, showing examples of each.

f. Observe safety precautions in training, e.g., over-training, altitude, pollution, and

temperature extremes.

g. Develop weight-training programs to build muscular strength, muscular endurance or a combination of the two.

Objective 4: Understand the relationship between proper nutrition and personal health and fitness.

a. Explain the role of nutrition in overall health and fitness.

b. Explain proper balance between food intake and energy expenditure.

c. Compare the effects and/or dangers of weight loss and gain on body composition and

personal health.

d. Identify the benefits and dangers of various dietary supplements such as vitamins,

minerals, herbs, power drinks, steroids, and performance-enhancing drugs.

e. Identify strategies for developing a healthy self-concept and acceptance of one’s body make-up.

**Standard 3: Students will participate regularly in physical activity.**

Objective 1: Assess personal health and fitness levels.

a. Research family history for health-risk factors such as coronary heart disease, cancer, diabetes, cholesterol, and blood pressure.

b. Assess known personal health risk factors considering age, gender, body composition, blood pressure, heart rate, cholesterol levels, and daily stress situations.

c. Assess personal fitness status regarding activity participation, energy expenditure,

elements of physical fitness, and nutritional practices.

Objective 2: Develop and implement a personal fitness plan.

a. Pre-test to establish baseline fitness information for muscular strength and endurance, flexibility, body composition, heart rate, blood pressure, and cardiovascular endurance.

b. Develop personal fitness goals based on the pre-testing results and use a post-test to show progress and improvement.

c. List and evaluate activities that develop specific elements of physical fitness.

d. Participate in a variety of individual and group activities appropriate for enhancing

physical fitness both during and after school hours.

e. Incorporate appropriate training principles including overload, progression, specificity,

intervals, circuits, reversibility, maximum heart rate, target heart rate, perceived exertion, and rest and recovery.

f. Calculate and monitor daily caloric intake and expenditure for weight management, and utilize an activity journal to track progress.

**Standard 4: Students will achieve and maintain a health-enhancing level of physical**

**fitness.**

Objective 1: Participate in personally meaningful activities.

a. Participate regularly in physical activities that contribute to the attainment and

maintenance of personal fitness goals.

b. Use results of post fitness assessments to guide changes in fitness plan.

c. Analyze time, cost, and accessibility factors in determining activity participation in

community settings.

d. Recognize how physical activities impact a person’s physical, emotional, social, and

intellectual well-being.

Objective 2: Use a variety of technological resources to design, monitor, and adjust fitness

programs.

a. Use heart rate monitors or pulse sticks to monitor heart rates.

b. Calculate body composition by using skin-fold calipers or electrical impedance analyzers.

c. Calculate blood pressure using digital monitors.

d. Use computer software to track progress in fitness programs and to perform a nutritional

analysis.

e. Access various websites to assist in developing, evaluating, and revising personal fitness

programs.

**Standard 5: Students will exhibit responsible personal and social behavior that respects**

**self and others in physical activity settings.**

Objective 1: Accept diversity of people in activity settings.

a. Demonstrate acceptance of others regarding varying skills, abilities, limitations, and

cultural backgrounds.

b. Take an active role in helping others achieve success.

c. Identify the effects of age, gender, race, ethnicity, physical makeup, and culture on

physical activity preference and participation.

Objective 2: Make responsible choices in activity settings.

a. Recognize the effects of environmental conditions like wind, temperature, humidity, and altitude on activity performance.

b. Examine the effects of substance abuse on health and performance.

c. Explore the consequences of eating disorders at either end of the spectrum.

d. Identify appropriate risks and safety factors in the selection of fitness activities.

e. Accept responsibility for personal choices.

Objective 3: Demonstrate personal responsibility and the ability to work with others in activity settings.

a. Utilize time effectively to set personal goals, practice, and complete assigned tasks.

b. Work independently and on task with a partner and in small or large group activities.

c. Demonstrate maturity and self-control in conflict situations.

d. Take a supportive role to encourage and positively influence peers in a variety of activity settings.

e. Participate in academic service-learning activities available in the community.

**Standard 6: Students will value physical activity for health, enjoyment, challenge, self expression, and/or social interaction.**

Objective 1: Understand that physical activity provides opportunities for enjoyment and social interaction.

a. Select competitive and recreational activities that bring personal satisfaction.

b. Appreciate the aesthetic value of activity participation in a variety of settings.

c. Recognize that physical activities offer a positive environment to meet and interact with people of varying interests and ability levels.

d. Describe how the participation with others can positively influence the attainment of

personal fitness goals.

Objective 2: Recognize that physical activity provides opportunities for personal challenge.

a. Explore a variety of personally challenging activities during and after school hours.

b. Voluntarily participate in competitive and recreational activities.

c. Utilize short- and long-term goals in activity selection.

d. Define challenges and risk factors that change with the aging process.

Objective 3: Utilize physical activities to provide opportunities for self-expression.

a. Choose activities that are personally rewarding.

b. Utilize imagination, self-expression, and creativity in designing personal fitness plans.

c. Bolster self-esteem through activity participation.

d. Participate in programs and facilities in the community that foster activity choice and

self-expression.