

STUDENT LEARNING GOALS

- Demonstrate the ability to use basic skills, strategies, and tactics
- Demonstrate more specialized knowledge in identifying and applying key movement concepts and principles
- Assess and develop a personal physical activity program
- Apply understanding of personal fitness to lifelong participation in physical activity
- Demonstrate independence of others in making choices, respect all others, avoid conflict or resolve it appropriately
- Use elements of fair play and ethical behavior in physical activity settings
- Plan for improvements in the components of fitness
- Achieve and maintain a health-enhancing level of personal fitness

WEB LINKS: <http://www.sportsvl.com> <http://www.exploratorium.edu/sports/>
www.steroidabuse.org www.primusweb.com/fitnesspartner

SKILLED MOVEMENT

- Apply competencies in all locomotor, non-locomotor, and manipulative skills to appropriate game/sport, dance, and recreational activity applications
- Design, implement, evaluate, and modify a plan for at least two self-selected, lifetime, skill-related physical activities

PERSONAL FITNESS

- Demonstrate program-planning skills by setting goals, devising strategies, and making timelines for a personal physical activity plan
- Apply the FITT principle and other principles of training such as overload, specificity, and progression, in accordance with personal goals
- Include scientific principles and concepts as strategies for improvement of personal fitness
- Use a variety of resources, including available technology, to assess, design, and evaluate a personal fitness plan

MOVEMENT PRINCIPLES AND CONCEPTS

- Explain and apply selected scientific principles that aid in the improvement of movement skills
- Use movement principles and concepts to improve the movement performance of self and others

RESPONSIBLE BEHAVIORS

- Act independently, and resist negative peer influences in physical activity settings
- Exhibit respect for the unique characteristic and abilities of peers
- Act responsibly to avoid conflict

PHYSICALLY ACTIVE LIFESTYLE

- Maintain a record of daily participation in physical activities
- Develop and evaluate progress toward personal physical activity goals within and outside of physical education class
- Analyze long-term physiological and psychological benefits that may result from regular participation in physical activity

GRADE NINE

Wellness is easier than you think:

- Washing and waxing a car for 45-60 minutes
- Washing windows floors for 45-60 minutes
- Playing volleyball for 45 minutes
- Playing touch football for 30-45 minutes
- Gardening for 30-45 minutes
- Wheeling self in wheelchair for 30-40 minutes
- Walking 1 3/4 miles in 35 minutes (20 min/mile)
- Basketball (shooting baskets) for 30 minutes
- Bicycling 5 miles in 30 minutes
- Dancing fast (social) for 30 minutes
- Pushing a stroller 1 1/2 miles in 30 minutes
- Raking leaves for 30 minutes
- Water aerobics for 30 minutes
- Swimming laps for 20 minutes
- Wheelchair basketball for 20 minutes
- Basketball game for 15-20 minutes
- Jumping rope for 15 minutes
- Jogging 1 1/2 miles in 15 minutes (10 min/mile)
- Shoveling snow for 15 minutes
- Stair walking for 15 minutes

Surgeon General's Report on Physical Activity and Health

Career Preparation

Careers related to physical education include:

- | | |
|-----------------------------|---|
| Sports Management | Public health |
| Sport Facilities Management | Health teacher |
| Athletic Administration | Physical Education teacher |
| Exercise Physiology | Dance teacher |
| Athletic Care and Training | Professional Dancer |
| Recreation | HPE Administration |
| Sports Medicine | Sports and Mass Media, sports-caster, sportswriter, sports promoter, sports films |
| Physical Therapy | Sports Officiating |
| Coaching | |
| Professional Athlete | |

Enrichment Activities

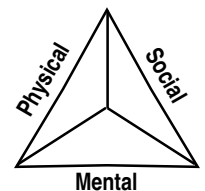
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|---|--|
| Tournament play | Conditioning clubs |
| Intramural activities | Interscholastic Sports - players, managers, trainers |
| Medford League play | Dance groups |
| Student-Faculty games | Step teams |
| Field Day | Cheerleading |
| Field Trips to bowling, golf, fitness centers, skating, sports parks. | |



Wellness-related physical fitness

Wellness-related physical fitness is an important part of the Wellness Triangle representing overall health. Students can substantially improve their overall health and quality of life by including moderate amounts of physical activity in their daily lives. Wellness-related physical fitness activities are part of each day's lesson in physical education and are designed to help students develop regular activity habits through enjoyable fitness experiences.

Students will learn about a variety of activities that will help them maintain a level of fitness within the "Wellness Zone" for each assessment. The upper end of the wellness zone is an athletic performance related level of fitness and the lower end of the zone is a health-related, disease prevention level of fitness. Students and teachers will set wellness-related physical fitness goals and assess those goals using the State of Virginia Wellness-Related Physical Fitness Norms.



Wellness-related physical fitness assessment

Virginia Wellness-Related Physical Fitness Assessments include:

Upper Body Strength - measured by pull-ups or flexed arm hang (either grip). Suggestions for improvement include modified pull-ups, push-ups, flexed arm hang, climbing activities.

Abdominal Strength - measured by timed curl-ups. Suggestions for improvement include curl-ups, crunches and leg lifts.

Flexibility - measured by sit and reach or V-sit and reach. Suggestions for improvement include static stretching, toe touching.

Aerobic Capacity - measured by the One-Mile Run/Walk or Pacer Test. Suggestions for improvement include any activity that elevates the heart rate and uses large muscle groups for 15-20 minutes including jogging, swimming, cycling and aerobics.

Wellness-related physical fitness norms

	Age	Abdominal Strength Curl-ups	Upper Body Strength Pull-ups or Flexed arm hang	Flexibility Sit & Reach or V Sit & Reach	Aerobic Capacity Mile
Girl's Wellness Zone	14	34-45	1-2 8-12	30 - 39 3.0 - 7.0	11:00-8:30
	15	32-46	1-2 8-12	32 - 42 3.0 - 7.5	10:30-8:00
	16	32-43	1-2 8-12	32 - 41 4.0 - 8.0	10:00-8:00
Boy's Wellness Zone	14	41- 54	2-5 15-20	25 - 34 1.0 - 4.0	9:30-7:00
	15	41- 55	3-7 15-20	27 - 36 1.0 - 5.0	9:00-7:00
	16	40- 53	5-8 15-20	27 - 37 1.5 - 5.5	8:30-7:00

The lower end of each wellness-related fitness zone represents a health-related, disease prevention level of physical fitness. The upper end of each zone represents an athletic performance related level of physical fitness.