

STUDENT LEARNING GOALS

- Understand and apply key movement and fitness principles and concepts for all activities in which they demonstrate competence
- Demonstrate leadership abilities: to follow, respect others, and anticipate potential safety hazards in physical activities
- Develop the ability to understand and anticipate how physical activity interests and abilities change across a lifetime
- Demonstrate competency in at least three lifetime physical activities
- Plan, implement, self-assess, and modify a personal fitness plan

WEB LINKS: <http://www.cooperinst.org/> www.cdc.gov
www.pa.org www.pelinks4u.org

SKILLED MOVEMENT

- Apply competencies in all movement skills to appropriate game/sport, dance, and recreational activities
- Design, implement, evaluate, and modify a plan for three or more lifetime, skill-related physical activities

PERSONAL FITNESS

- Select and apply, in a chosen game/sport, dance, recreational pursuit, or fitness activity, appropriate principles of training to increase regular physical activity and/or improve performance
- Use a variety of resources, including available technology, to analyze, assess, and improve physical activity and personal fitness

MOVEMENT PRINCIPLES AND CONCEPTS

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

RESPONSIBLE BEHAVIORS

- Initiate and maintain appropriate personal behaviors in physical activity settings
- Exhibit leadership and the ability to follow others when working with a group
- Anticipate and avoid potentially dangerous situations in physical activity settings

PHYSICALLY ACTIVE LIFESTYLE

- Participate regularly in health-enhancing physical activities that contribute to personal enjoyment and the attainment and maintenance of personal physical activity goals
- Demonstrate an understanding of how personal characteristics, participation behavior patterns and activity preferences are likely to change over time, and determine strategies to deal with those changes

GRADE TEN

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

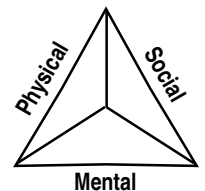
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|---|--|
| Tournament play | Conditioning clubs |
| Intramural activities | Interscholastic Sports - players, managers, trainers |
| Medford League play | Dance groups |
| Student-Faculty games | Step teams |
| Field Day | Cheerleading |
| Field Trips 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 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.

| | 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 | 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 |
| | 17 | 30-41 | 1-2 8-12 | 33 - 41 3.0 - 7.5 | 10:00-8:00 |
| Boy's Wellness Zone | 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 |
| | 17 | 40- 53 | 5-8 15-20 | 31 - 40 1.5 - 6.0 | 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.