

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Health Related fitness</p>	<ol style="list-style-type: none"> <li>1. Understand the health-related components (cardiovascular, flexibility, muscular strength and endurance, and body composition) of physical fitness. (PE.B.1.3.12)</li> <li>2. Identify and describe each of the health-related components of physical fitness. (PE.B.1.3.10)</li> <li>3. After participating in a variety of activities, identify the contributions of each activity to the development of the health-related components of physical fitness. (PE.B.1.3.11)</li> <li>4. Demonstrate an improved level of the health-related components of physical fitness as measured by a district approved health-related fitness test. (PE.B.1.3.13)</li> <li>5. Explain how participating in fitness enhancing activities can contribute to a healthy lifestyle. (PE.B.1.3.4)</li> <li>6. Set realistic goals for improving health-related fitness. (PE.B.1.3.10)</li> <li>7. Interpret individual fitness assessment results. (PE.B.1.3.11)</li> <li>8. Identify activities that improve the health-related components of fitness. (PE.B.1.3.10)</li> <li>9. Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility and cardiorespiratory functioning. (PE.B.1.3.4) (PE.B.1.3.7) (PE.B.1.3.9)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform the components of health-related fitness by following a daily balanced diet, getting proper rest, exercising and participating in activities to improve or maintain appropriate body composition.</li> <li>B. The student can write five goals for improving health-related fitness. (PE.A.3.3.2)</li> <li>C. The student can demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility and cardiorespiratory functioning.</li> <li>D. The student can write three contributions fitness enhancing activities have on a healthy lifestyle. (PE.A.3.3.2)</li> </ol>

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<p>II Skill Related Fitness</p>	<ol style="list-style-type: none"> <li>1. Understand the skill related components (agility, coordination, balance, speed, power and reaction time) of physical fitness. (PE.B.1.3.9)</li> <li>2. Identify and describe each of the skill-related components of physical fitness. (PE.B.1.1.13)</li> <li>3. Evaluate activities in terms of skill-related fitness value. (PE.B.1.3.3)</li> <li>4. After participating in a variety of activities, identify the contributions of each activity to the development of the skill-related components of physical fitness. (PE.A.1.3.2)</li> <li>5. Set realistic goals for improving skill-related fitness. (PE.A.2.3.3)</li> <li>6. Identify activities that improve skill-related components of fitness. (PE.A.2.3.2)</li> <li>7. Demonstrate improved levels of skill utilizing the components of physical fitness. (PE.A.2.3.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform a series of activities designed to improve or maintain muscular strength, endurance, flexibility and cardiorespiratory functioning such as: running, jogging, rope jumping, rope climbing, stretching, reaching, and bending.</li> <li>B. The student can identify and define each skill-related component of fitness.</li> <li>C. The student can write five goals for improving skill-related components of fitness. (PE.A.3.3.2)</li> </ol>
<p>III Physiological Principles</p>	<ol style="list-style-type: none"> <li>1. Understand and apply the physiological principles related to exercise and training (frequency, intensity, duration, overload, progression and specificity). (PE.A.2.3.1) (PE.A.2.3.2)</li> <li>2. Identify and describe the principles of overload, progression and specificity. (PE.B.1.3.2)</li> <li>3. Participate in vigorous activity for a sustained period of time while maintaining a target heart rate. (PE.B.1.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can demonstrate the physiological principles related to exercise and training through a series of progressive training activities in running short, middle and long distances.</li> <li>B. The student can demonstrate the physiological principles related to exercise and training through a series of isometric and isotonic exercises.</li> </ol>

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	<ol style="list-style-type: none"> <li>4. Recover from vigorous physical activity in an appropriate length of time. (PE.B.1.3.8)</li> <li>5. Monitor heart rate before, during and after activity. (PE.B.1.3.1) (PE.B.1.3.3) (PE.B.1.3.8)</li> <li>6. Recognize that time and effort are prerequisites for skill improvement and fitness benefits.</li> <li>7. Identify principles of training and conditioning for physical activity. (PE.B.1.3.7)</li> <li>8. Identify proper warm-up conditioning and cool-down techniques and the reason for using them. (PE.B.1.3.3)</li> <li>9. Identify physiological benefits resulting from participation in different forms of physical activity. (PE.B.1.3.5)</li> <li>10. Improve and maintain appropriate body composition. (PE.B.1.3.12)</li> <li>11. Evaluate the roles of exercise and other factors in weight control. (PE.B.1.3.6)</li> <li>12. Participate in an individualized fitness program. (PE.B.1.3.10)</li> <li>13. Recognize the effects of substance abuse on personal health and performance in physical activity. (PE.B.2.3.2)</li> <li>14. Understand the contribution of exercises, nutrition, and rest for the maintenance of physical fitness and wellness. (PE.A.3.3.1) (PE.A.3.3.2)</li> <li>15. Identify the physiological changes that occur as a result of exercise and training.</li> </ol>	<ol style="list-style-type: none"> <li>C. The student can write and correctly apply the methods to monitor heart rate before, during and after activity. (PE.A.3.3.2)</li> <li>D. The student can identify five warm-up and cool-down activities. (PE.B.1.3.3)</li> <li>E. The student can write a one page paper identifying physiological benefits and changes resulting from participation in different forms of physical activities. (PE.A.3.3.2)</li> <li>F. The student can evaluate and determine methods to improve and maintain body composition. (PE.B.1.3.12)</li> <li>G. The student can identify the effects of substance abuse on personal health and physical activity. (PE.B.2.3.2)</li> </ol>

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<p>IV Safety Practices of Physical Fitness Activities</p>	<ol style="list-style-type: none"> <li>1. Understand and apply safety practices related to physical fitness. (PE.B.2.3.1)</li> <li>2. Identify potential safety hazards in fitness enhancing activities. (PE.C.2.3.3)</li> <li>3. Explain precautions to be taken in relation to potential hazards in fitness enhancing activities. (PE.B.2.3.3)</li> <li>4. Apply safety practices while participating in fitness enhancing activities. (PE.B.2.3.1)</li> <li>5. Describe and demonstrate proper warm-up and cool-down procedures specific to physical fitness skills. (PE.B.1.3.3)</li> <li>6. Identify precautions to be taken when exercising in extreme weather and/or environment conditions. (PE.B.2.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can practice safety factors related to fitness related activities based upon verbal and physical directed procedures in identifying safety hazards and adverse environmental conditions.</li> <li>B. The student can identify five precautions to be taken when exercising in extreme weather and/or environmental conditions.</li> <li>C. The student can demonstrate five proper warm-up and cool-down procedures specific to physical fitness skills.</li> </ol>
<p>V Affective Outcomes of Physical Fitness Activities</p>	<ol style="list-style-type: none"> <li>1. Understand and apply the social skills derived from participation in physical activities. (PE.B.2.3.3) (PE.B.2.3.4)               <ol style="list-style-type: none"> <li>a. Demonstrate leadership skills.</li> <li>b. Demonstrate the ability to follow the lead of others.</li> <li>c. Demonstrate the ability to cooperate with others.</li> <li>d. Demonstrate the ability to compete in an appropriate manner.</li> <li>e. Demonstrate positive methods of resolving conflict.</li> <li>f. Demonstrate respect for others.</li> </ol> </li> <li>2. Exhibit attributes of self discipline and positive behavior toward self and others. (PE.B.2.3.4) (PE.C.1.3.1)               <ol style="list-style-type: none"> <li>a. Demonstrate respect for limitations and abilities of self and others.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>A. The student knows and can practice social skills, self discipline, and positive behavior toward self and others.</li> <li>B. The student can write a one page paper on sportsmanship, respect for others and positive methods of resolving conflict. (PE.A.3.3.2)</li> <li>C. The student can perform and improve positive behaviors related to ability and understanding of self and others.</li> <li>D. The student can practice positive behavior towards rules and structure of game activities.</li> </ol>

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<p>VI Multicultural Outcomes</p>	<ul style="list-style-type: none"> <li>b. Demonstrate an improved ability to make choices based on examination of alternatives. (PE.A.3.3.1) (PE.B.1.3.11)</li> <li>c. Demonstrate an improved ability to make choices about the direction of one's own learning. (PE.B.1.3.10)</li> <li>d. Demonstrate an improved ability to work independently or in a group. (PE.B.1.3.9)</li> <li>e. Demonstrate an understanding of the need for rules and structure. (PE.B.2.3.3)</li> <li>f. Demonstrate an improved ability to give and receive constructive criticism. (PE.A.2.3.2)</li> </ul> <ul style="list-style-type: none"> <li>3. Exhibit an improved level of self confidence in physical fitness activities.</li> <li>4. Demonstrate a willingness to explore an increased variety and level of difficulty of fitness enhancing activities. (PE.B.3.11)</li> <li>5. Evaluate physical activities in terms of contributions to positive lifestyle (fitness value, socialization, fun, challenges, and satisfaction). (PE.C.2.3.3) (PE.C.2.3.4) (PE.C.2.3.6)</li> </ul> <ul style="list-style-type: none"> <li>1. Students develop patriotic and civic values with respect to flag courtesies, national anthems and school songs, demonstrate proper behavior at games and events in all settings, giving respect to others and property. (PE.C.1.3.2)</li> </ul>	<ul style="list-style-type: none"> <li>A. The student can perform skills associated with understanding and becoming sensitive to various cultures evident from participating in dance, games and sports. (PE.C.1.3.2)</li> </ul>