

COMPONENT	OBJECTIVES	COMPETENCY
I Safety Practices	<ol style="list-style-type: none"> <li>1. Identify and demonstrate safety practices specific to aerobic activities. (PE.B.2.4.1)</li> <li>2. Demonstrate proper warm-up and cool-down procedures specific to aerobic activities. (PE.B.1.4.2)</li> <li>3. Identify proper target heart rate ranges.</li> <li>4. Describe basic injury treatment: rest, ice, compression, elevation.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform a series of stretching exercises that prepares the body for aerobic activities.</li> <li>B. The student can compute his/her target heart rate zones using resting heart rate and age as the baseline in determining heart rate during exercise.</li> <li>C. The student can perform a series of designated exercised to lower heart rate progressively and decrease the possibility of muscle soreness.</li> </ol>
II Fitness Activity	<ol style="list-style-type: none"> <li>1. Identify and describe each of the youth physical fitness test items.</li> <li>2. Identify levels of fitness in relation to criteria standards.</li> <li>3. Assess individual level of physical fitness.</li> <li>4. Interpret fitness assessment results. (PE.B.1.4.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform and complete each of the following physical fitness test items (one mile run/walk,, one minute sit-ups, shuttle run, pull-ups, sit and reach) and record results.</li> <li>B. The student can determine his/her own level of fitness using the stated percentiles based on age.</li> </ol>
III Cardiorespiratory Fitness	<ol style="list-style-type: none"> <li>1. Describe functions of the cardiovascular and respiratory systems.</li> <li>2. Describe the effects of aerobic activities on the cardiorespiratory systems.</li> <li>3. Identify health-related problems associated with inadequate cardiorespiratory fitness level.</li> <li>4. Describe attributes of aerobic activities which contribute to improved health and cardiorespiratory fitness levels.</li> <li>5. Describe and demonstrate correct biochemical and physiological principles related to cardiovascular fitness.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can diagram the cross section of the heart, indicating how the blood flows through the chambers of the heart to the lungs and to the body systems.</li> <li>B. The student can list five physiological changes that occur as a result of aerobic activities.</li> </ol>

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<p>IV Muscular Strength and Endurance</p>	<ol style="list-style-type: none"> <li>1. Describe the functions of the musculoskeletal systems.</li> <li>2. Differentiate between muscular strength and muscular endurance.</li> <li>3. Identify exercises that contribute to an increase in muscular strength and muscular endurance of the large muscle groups. (PE.B.1.4.2)</li> </ol>	<p>C. The student can perform the following:</p> <ol style="list-style-type: none"> <li>a. Correct movements for specific muscle groups.</li> <li>b. Proper distribution of body parts over base support.</li> <li>c. Proper jogging techniques.</li> </ol> <p>A. The student can name designated large muscle groups and perform exercises that isolate those muscles.</p> <p>B. The student can perform exercises that are specific for the development of: 1) upper body, 2) abdominal and 3) lower body strength.</p>
<p>V Flexibility</p>	<ol style="list-style-type: none"> <li>1. Describe and demonstrate safety practices when engaging in flexibility exercises. (PE.B.2.4.1)</li> <li>2. Explain the importance of incorporating flexibility exercises into aerobic training programs.</li> <li>3. Demonstrate the ability to select a variety of appropriate static and dynamic stretching exercises to increase range of motion for major joints and muscles.</li> <li>4. Demonstrate flexibility by performing various flexibility tests.</li> <li>5. Differentiate between the various types of stretches.</li> </ol>	<p>A. The student can demonstrate proper flexibility techniques by performing 15 to 30 seconds static and dynamic stretches for specific large muscle groups.</p> <p>B. The student can score 50% or better on the sit and reach test.</p> <p>C. The student can perform fifteen flexibility exercises.</p>

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VI Aerobic Programs	<ol style="list-style-type: none"> <li>1. Identify activities which are considered aerobic.</li> <li>2. Differentiate between high and low impact aerobics.</li> <li>3. Demonstrate correct biomechanical and physiological principles related to cardiovascular fitness when performing step aerobics, jogging, walking and power walking. (PE.A.2.4.2)</li> </ol>	<p>A. The student can describe an aerobic program that meets his/her needs and interests. (PE.C.2.4.2)</p>
VII Nutrition and Weight Control	<ol style="list-style-type: none"> <li>1. Identify sound nutritional practices related to aerobic activities. (PE.A.3.4.7)</li> <li>2. Explain the use of diet and exercise as a method of weight control.</li> <li>3. Identify methods used to assess percentages of body fat.</li> </ol>	<p>A. The student can develop a nutritionally sound dietary program which will enhance healthy lifestyles. (PE.A.3.4.7)</p> <p>B. The student can take body fat measurements using a skinfolds caliper.</p> <p>C. The student can name four methods used to assess percent body fat.</p>
VIII Stress	<ol style="list-style-type: none"> <li>1. Define stress and explain the different aspects of stress. (PE.A.3.4.2)</li> <li>2. Describe the effects aerobic activities have on stress.</li> </ol>	<p>A. The student can list and define signs of stress. (PE.A.3.4.2)</p> <p>B. The student can use aerobic activities as a positive means of coping with stress.</p>
IX Consumer Issues	<ol style="list-style-type: none"> <li>1. Identify consumer issues related to aerobic activities.</li> <li>2. Identify available community resources providing opportunities for participation in aerobic activities. (PE.A.3.4.5)</li> </ol>	<p>A. The student can distinguish between trends, fads, and fallacies as related to aerobic activities.</p> <p>B. The student can select and purchase aerobic equipment.</p>