

Personal Fitness I

Essential Discipline Goals

Develop an acceptable level of fitness and an understanding of the components of fitness and an appreciation of the life-long value of fitness through personalized physical education activities

Develop through a purposeful physical education experience a more positive self concept appropriate to social and emotional behaviors, self-direction and an appreciation of individual differences

Develop physical skills and acquire knowledge of efficient and creative movement through participation in a sequential program of varied activities and develop an appreciation for the value of this type of movement

Develop an awareness of safety practices and procedures

Elective

PE.PFI.	Personal Fitness	Building baseline knowledge and understanding of personal fitness needs and the development of an individualized fitness program Implementation and evaluation of individualized fitness program
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Grades 10-12

Standard	Indicators
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PE.PFI.10.	Exercise Physiology—Students will demonstrate an ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational and life tasks.
PE.PFI.10.01.	Identify physical fitness components and the role they play in the total body wellness
PE.PFI.10.01.a	Identify personal fitness needs PE 1.12.2
PE.PFI.10.01.b	Formulate an individualized fitness program PE 1.12.3, PE 5.12.2
PE.PFI.10.01.c	Assess individual progress PE 1.12.4
PE.PFI.10.01.d	Define total fitness
PE.PFI.10.01.e	Describe the five parts of health-related fitness: flexibility, body fatness,

- cardiovascular fitness, strength and muscular endurance PE 5.12.1, PE 5.12.2
- PE.PFI.10.01.f** Describe the six parts of skill-related fitness: agility, balance coordination, power, reaction, time, and speed
- PE.PFI.20.** Biomechanical Principles—Students will improve their movement, effectiveness and safety by applying the principles of biomechanics to generate and control force.
- PE.PFI.20.01** Apply correct bio-mechanical and physiological principles to exercise and training
- PE.PFI.20.01.a** List injuries related to exercise
- PE.PFI.20.01.b** Relate exercise to injury prevention
- PE.PFI.20.01.c** Demonstrate correct exercise techniques
- PE.PFI.30.** Social Psychological principles—Students will demonstrate skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
- PE.PFI.30.01** Relate the effects of exercise to stress management
- PE.PFI.30.01.a** Define the term “stress”
- PE.PFI.30.01.b** Compare good and bad stress
- PE.PFI.30.01.c** Discuss the emotional, physical and social effects of stress PE 3.12.6, PE 3.12.2
- PE.PFI.30.01.d** Cite coping mechanisms for stress prevention management
- PE.PFI.30.01.e** Name sources of support PE 3.12.5
- PE.PFI.30.01.f** Participate in exercise as a diversion from stress
- PE.PFI.40.** Motor Learning Principles—Students will explain and demonstrate how motor skills are learned and proficiency developed through frequent practice opportunities in which skills are repeatedly performed correctly and in a variety of situations.
- PE.PFI.50.** Physical Activity—Students will participate in a regular, personalized, purposeful program of physical activity to gain health and cognitive/academic benefits. They will learn and utilize principles of exercise physiology, social psychology and biomechanics to design a safe and effective program consistent with their health, performance and fitness goals.
- PE.PFI.50.01** Participate in fitness activities that can continue through life PE 5.12.5
- PE.PFI.50.01.a** Participate in different methods of conditioning for the total body (isotonic/isometric exercise, calisthenics, aerobic activities)
- PE.PFI.50.01.b** Participate in an individualized exercise program using fitness apparatus PE 1.12.7, PE 5.12.5

PE.PFI.50.01.c	Identify the benefits attained through physical activity PE 5.12.5
PE.PFI.50.01.d	Discuss the term “fitness for life”
PE.PFI.50.01.e	Participate in regular daily exercise PE 5.12.5
PE.PFI.50.02	Demonstrate fitness levels as defined by an individualized program
PE.PFI.50.02.a	Describe the steps involved in planning a personal exercise program PE 1.8.12
PE.PFI.50.02.b	Plan a personal exercise program PE 5.12.1, PE 5.12.2
PE.PFI.50.02.c	Participate in a personal exercise program
PE.PFI.50.02.d	Examine progression through statistical analysis
PE.PFI.50.03	Evaluate nutritional needs conducive to individual fitness needs
PE.PFI.50.03.a	Define a calorie
PE.PFI.50.03.b	Compare caloric intake to caloric expenditure PE 1.12.5
PE.PFI.50.03.c	Analyze body type (frame)
PE.PFI.50.03.d	Identify the four food groups, the six nutrients and their functions
PE.PFI.50.03.e	Discuss eating disorders and the health problems they cause (Anorexia Nervosa/Bulimia) PE 3.12.1
PE.PFI.50.03.f	Recognize effects of steroids PE 4.12.2
PE.PFI.50.03.g	Express how the environment affects exercise
PE.PFI.50.03.h	Explain the importance of warming up and cooling down PE 5.12.4
PE.PFI.50.03.i	Demonstrate proper warm-up and cool down techniques PE 5.12.4
PE.PFI.50.03.j	Discuss the basic exercise principles (progression, threshold, target)
PE.PFI.50.03.k	Apply frequency, intensity and time (FIT formula) to workouts and programs
PE.PFI.50.03.l	Calculate heart rates (resting, working, recovery) as it applies to evaluating workout and program effectiveness
PE.PFI.60.	Skillfulness—Students will enhance their ability to perform a variety of skills and applications by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills to a variety of recreational and daily life experiences.