

Goal Twenty: Pre-School

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

- A. Know and apply the principles and components of health-related fitness.**
- B. Assess individual fitness level.**
- C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.**

Learning Standard/Outcome	Sample Assessment	Connections
<p>Critical for Mastery at Pre-School: PK.20A.01 Participate in health-related fitness activities.</p> <p>PK.20B.01 Describe what happens to the body when one exercises.</p>	<p>Participate in a variety of physical activities.</p> <p>Discuss what happens to the body during vigorous movement participation.</p>	<p>Music: Participate in rhythm games and dances.</p> <p>Dance: Perform vigorous movements followed by less vigorous movements.</p> <p>Health: Begin to notice/point out changes that accompany moderate to vigorous activity, e.g., sweating, faster heart rate/faster breathing.</p>

	<p>Discuss what happens to one’s body during vigorous movement participation.</p> <p>Describe the benefits that result from regular participation in physical activity.</p> <p>Recognize changes in heart rate (place hand on heart before and after activities).</p>	
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Goal Twenty: Grade One

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

- A. Know and apply the principles and components of health-related fitness.**
- B. Assess individual fitness level.**
- C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.**

Learning Standard/Outcome	Sample Assessment	Connections
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<p>Critical for Mastery at Grade 1: 1.20A.01 Identify activities that will change your heart rate.</p> <p>Significant to Develop at Grade 1: 1.20A.02 Find a heart rate.</p> <p>1.20B.01 Recognize that physical activity will increase the heart rate.</p> <p>Critical for Mastery at Grade 1:</p>	<p>Tell how vigorous activity changes the rate of the heart beat.</p> <p>Find the heart rate.</p> <p>Tell how vigorous activity changes the rate of the heart beat.</p>	
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<p>1.20B.02 Engage in physical activities that will cause increased heart rate.</p> <p>Significant to Develop at Grade 1: 1.20B.03 Introduce fitness training.</p> <p>1.20C.01 Discuss realistic health-related fitness goals.</p> <p>1.20C.02 Set goals based on Fitnessgram data with teacher guidance.</p> <p>Critical for Mastery at Grade 1: 1.20C.03 Discuss behavioral choices that impact wellness levels.</p>	<p>Participate in vigorous activity, e.g., running, jumping, galloping, etc., that increase the heart rate.</p> <p>Engage in vigorous activity; identify the change in heart rate.</p> <p>Know components of health-related and skill-related fitness, e.g., match a picture to each component.</p> <p>Attempt to achieve the <i>Healthy Fitness Zone</i> on the Fitnessgram.</p> <p>Set a short term fitness goal with assistance.</p> <p>Participate outside of class in self-selected movement experiences.</p> <p>Describe the benefits that result from regular participation in physical activity.</p> <p>Know and understand the value of nutritional foods.</p> <p>Know about harmful substances and their effects on one's well being.</p>	<p>Music/Dance: Participate in movement, dance, and games without undue fatigue.</p> <p>Health: Choose a good health behavior; practice it; evaluate it after a week.</p> <p>Health: Name four food groups and give examples of each.</p>
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	Begin to recognize changes in one's body; e.g., changes in height/weight.	Health: Describe body changes from infancy to present age.
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Goal Twenty: Grade Two

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

- A. Know and apply the principles and components of health-related fitness.**
- B. Assess individual fitness level.**
- C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.**

Learning Standard/Outcome	Sample Assessment	Connections
<p>Critical for Mastery at Grade 2:</p> <p>2.20A.01 Identify safe and unsafe exercise practices.</p> <p>2.20A.02 Participate in health-related fitness activities.</p> <p>2.20A.03 Identify activities that help improve health-related fitness.</p>	<p>Participate safely in all activities.</p> <p>Participate outside of class in self-selected physical activities, e.g., dance, in-line skating, gymnastics, cycling, swimming, and/or martial arts.</p> <p>Apply knowledge in the areas of health and physical activity outside of the classroom setting.</p> <p>Participate in activity outside of class to meet a short-term, self-selected fitness goal.</p> <p>Demonstrate an exercise that increases health-</p>	<p>Music/Dance: Participate in 20 minutes of continuous movement, dance, or rhythmic exercises.</p> <p>Health: Keep a chart of healthy behaviors, e.g., eating right, getting enough sleep, brushing teeth, etc.</p> <p>Health: Choose a health-enhancing exercise;</p>

<p>Significant to Develop at Grade 2:</p> <p>2.20A.04 Identify activities that will change your heart rate.</p> <p>2.20A.05 Discuss changes that take place in the body after physical activity.</p> <p>2.20A.06 List components of health-related fitness.</p> <p>2.20B.01 Recall the immediate effects of exercise on the body.</p> <p>2.20B.02 Match the components of health-related fitness to fitness assessments.</p> <p>2.20B.03 Match Fitnessgram test items to health-related fitness components.</p> <p>Critical for Mastery at Grade 2:</p> <p>2.20B.04 Participate in health-related fitness activity.</p>	<p>related fitness.</p> <p>Demonstrate knowledge of the components of health-related fitness; identify activities that improve each component.</p> <p>Describe activities that will change the heart rate.</p> <p>Recognize/discuss the changes that take place in the body after physical activity.</p> <p>Know what it takes to be healthy and fit.</p> <p>Tell about the effects of exercise on the body.</p> <p>Know the components of fitness; match these to a fitness assessment.</p> <p>Know the components the Fitnessgram test aims to measure.</p> <p>Identify/participate in exercises that improve</p>	<p>practice it; evaluate it after a week.</p> <p>Health: Define health/healthy.</p> <p>Dance: Participate in activity requiring</p>
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<p>2.20B.05 Identify personal preferences related to physical activity.</p> <p>Significant to Develop at Grade 2: 2.20C.01 Set goals based on Fitnessgram data with teacher guidance.</p> <p>2.20C.02 Participate in teacher-directed activities that can develop health-related fitness goals.</p> <p>Critical for Mastery at Grade 2: 2.20C.03 Discuss behavioral choices that impact wellness levels.</p>	<p>muscular strength, flexibility, cardiovascular endurance.</p> <p>Tell about physical activity that is appealing.</p> <p>Set a short term fitness goal for one component of health-related fitness with the help of the teacher.</p> <p>Follow/participate in teacher directed activities to achieve fitness goals.</p> <p>Identify good health habits.</p> <p>Recognize that physical activity results in being healthier and having the endurance to play longer.</p> <p>Know about harmful substances and their effects on one's well being.</p>	<p>stretching, twisting, and curling.</p> <p>Health: Find/discuss pictures in periodicals/books that give good health information.</p>
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Goal Twenty: Grade Three

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

- A. Know and apply the principles and components of health-related fitness.**
- B. Assess individual fitness level.**
- C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.**

Learning Standard/Outcome	Sample Assessment	Connections
<p>Critical for Mastery at Grade 3: 3.20A.01 Participate in health-related fitness activities.</p> <p>3.20A.02 Match a variety of physical activities to their fitness component.</p> <p>3.20A.03 Identify what activities will improve health-related fitness.</p> <p>3.20A.04 Discuss the benefits of physical activity.</p> <p>3.20A.05 Discuss changes that take place in the body before, during, and after physical activity.</p> <p>3.20A.06 Differentiate between risks and benefits of health-related fitness activities.</p>	<p>Participate fully in all class activities.</p> <p>Participate outside of class in self-selected physical activities.</p> <p>Know the variables that contribute to fitness; match physical activities to these.</p> <p>Demonstrate knowledge of the components of health-related fitness; identify activities that improve each component.</p> <p>Describe the benefits that result from regular participation in physical activity.</p> <p>Recognize that regular physical activity results in increased strength and endurance, higher energy levels, and more restful sleep.</p> <p>Tell about the benefits/risks to health of fitness activities; differentiate between the two.</p>	<p>Dance: Participate in various kinds of aerobic activities and workouts; demonstrate flexibility.</p> <p>Health: Identify good health habits.</p>

<p>Significant to Develop at Grade 3: 3.20A.07 Discuss the importance of warm-up and cool down.</p> <p>3.20B.01 Monitor the physiological changes occurring during moderate physical activity.</p> <p>3.20B.02 Engage in activities that help achieve the target heart rate zone for a specific amount of time.</p> <p>Critical for Mastery at Grade 3: 3.20B.03 Explain the immediate effects of exercise on the body.</p> <p>3.20B.04 Explain the effect of physical activity on the body when changing the level of intensity.</p> <p>3.20B.05 Identify personal fitness strengths and weaknesses from Fitnessgram.</p> <p>3.20C.01 Identify a realistic health-related goal.</p> <p>3.20C.02 Monitor the progress of a health-related fitness goal.</p>	<p>Know why warm-up/cool-down activities are important.</p> <p>Monitor bodily changes occurring during moderate physical activity.</p> <p>Select from a group of activities that improve cardiovascular endurance.</p> <p>Tell how exercise improves muscular strength, cardiovascular endurance, and flexibility.</p> <p>Tell how exercise improves speed, power, agility, coordination, reaction time, etc.</p> <p>Explain personal strengths/weaknesses from Fitnessgram.</p> <p>Set a realistic short-term health related personal fitness goal; tell what must be done to meet the goal.</p> <p>Monitor/describe progress toward reaching the goal.</p>	<p>Dance: Perform warm-up and cool-down exercises appropriately.</p>
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<p>3.20C.03 Identify positive and negative behavioral choices and their impact on wellness levels.</p>	<p>Know about harmful substances and their effects on one’s well being.</p> <p>Know why smoking and drugs are harmful to the body.</p> <p>Recognize diseases caused by smoking.</p> <p>Know and understand the nutritional value of food and its potential contribution to performance.</p> <p>Distinguish among food groups.</p>	<p>Health: Describe how TV, the Internet, magazines, etc. affect health knowledge and behaviors.</p> <p>Health: Describe food combinations that make a balanced diet containing a variety of nutrients.</p>
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Goal Twenty: Grade Four

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

- A. Know and apply the principles and components of health-related fitness.**
- B. Assess individual fitness level.**
- C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.**

Learning Standard/Outcome	Sample Assessment	Connections
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<p>Critical for Mastery at Grade 4:</p> <p>4.20A.01 Participate in health-related fitness activities</p>	<p>Participate fully in all class activities.</p>	<p>Dance: Participate in various aerobic</p>
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<p>that will improve cardiovascular endurance, flexibility, muscular strength, and muscular endurance.</p> <p>4.20A.02 Identify activities that positively impact overall fitness.</p> <p>4.20A.03 Identify the immediate effects of exercise on the body.</p> <p>4.20A.04 Discuss the benefits of physical activity.</p> <p>Significant to Develop at Grade 4:</p> <p>4.20A.05 Label the components of health-related fitness.</p> <p>4.20A.06 Explain concepts of warm-up and cool down.</p> <p>Critical for Mastery at Grade 4:</p> <p>4.20B.01 Review the immediate effects that physical activity has on the body.</p> <p>4.20B.02</p>	<p>Participate outside of class in self-selected activities.</p> <p>Participate in activity outside of class to meet personal fitness goals.</p> <p>Tell about bodily changes after exercise.</p> <p>Describe the benefits that result from regular participation in physical activity.</p> <p>Understand that regular physical activity results in increased strength and endurance, higher energy levels, and more restful sleep.</p> <p>Know/label the components of a healthy/fit person.</p> <p>Tell why warm-ups/cool-downs are important.</p> <p>Tell how physical activity affects the body.</p>	<p>activities and workouts; demonstrate flexibility.</p>
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<p>Explain what happens to the body the harder one plays, runs, or does physical activity.</p> <p>4.20B.03 Explain the effects of physical activity on the body when changing the level of intensity.</p> <p>4.20B.04 Identify personal fitness strength and weakness from Fitnessgram.</p> <p>4.20B.05 Select activities that help achieve the target heart rate zone for a specific amount of time.</p> <p>4.20C.01 List health-related goals based on fitness assessments.</p> <p>4.20C.02 Evaluate progress of health-related fitness goals.</p> <p>4.20C.03 Explain fitness scores to parents/guardians.</p> <p>4.20C.04 Evaluate positive and negative behavioral</p>	<p>Explain/plan an activity that will increase strength, cardiovascular endurance.</p> <p>Change the level of intensity of a physical activity; tell the effect on the body.</p> <p>Participate in formal physical fitness assessment.</p> <p>Demonstrate knowledge of each component of health-related fitness; identify activities to improve weaknesses.</p> <p>Set a realistic long-term personal fitness goal(s).</p> <p>Know/perform activities that increase the heart rate to the target zone.</p> <p>Set personal fitness goals based on results of fitness assessment.</p> <p>Monitor/evaluate progress of personal fitness goals.</p> <p>Explain fitness goals/scores to others.</p> <p>Know why smoking and drugs are harmful to</p>	<p>Dance: Participate in aerobic dance and work-outs that increase heart rate.</p> <p>Health: Design a specific health plan for personal health; include diet, exercise, stress management, personal safety.</p>
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<p>choices and their impact on wellness levels.</p>	<p>the body.</p> <p>Recognize the feelings that result from regular participation in physical activity.</p> <p>Recognize the diseases caused by smoking.</p> <p>Identify good health habits.</p> <p>Identify methods to keep the body healthy and clean.</p> <p>Know and understand the nutritional value of food and its potential contribution to performance.</p> <p>Rank-order beverages as to their effectiveness in fluid replacement.</p> <p>Distinguish among food groups.</p> <p>Identify recommended daily servings of food groups.</p>	<p>Health: Identify how family health beliefs/practices might differ/influence behaviors and choices.</p> <p>Health: Identify six major nutrients in food eaten the previous day; describe the effects of an unhealthy diet.</p> <p>Health: Explain how nutrition needs to change with growth and development.</p>
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Goal Twenty: Grade Five

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

- A. Know and apply the principles and components of health-related fitness.**
- B. Assess individual fitness level.**
- C. Set goals based on fitness data and develop, implement, and monitor an**

individual fitness improvement plan.

Learning Standard/Outcome	Sample Assessment	Connections
<p>Critical for Mastery at Grade 5: 5.20A.01 Participate in health-enhancing levels of physical activity on a daily basis.</p> <p>5.20A.02 Participate in a program of activities that will maintain or improve personal fitness levels.</p> <p>5.20A.03 Identify activities appropriate for warm-up and cool down.</p> <p>5.20A.04 Identify the benefits of health-related fitness.</p> <p>5.20A.05 Identify diseases/disorders associated with</p>	<p>Participate fully in all class activities.</p> <p>Maintain continuous aerobic activity for a specified time.</p> <p>Participate outside of class in self-selected activities according to interest/capabilities.</p> <p>Participate in activities designed to improve self-diagnosed weaknesses in health-related components.</p> <p>Identify proper warm-up, conditioning, and cooling-down techniques and the reasons for using them.</p> <p>Identify possible injuries that may result from improper warm-up, conditioning, cool-down.</p> <p>Recognize that regular physical activity results in increased strength and endurance, higher energy levels, and more restful sleep.</p> <p>Explain/identify the health consequences of</p>	<p>Dance: Follow a videotaped or instructor aerobic workout for 20 minutes.</p> <p>Health: Examine the positive effects of physical activity on health; examine the negative effects of inactivity.</p>

<p>poor levels of fitness.</p> <p>5.20A.06 Define the effects of selected components of health-related fitness on current and future health.</p> <p>5.20A.07 Use and understand age-appropriate vocabulary related to fitness.</p> <p>5.20B.01 Record heart rate after engaging in physical activity.</p> <p>5.20B.02 Identify target heart rate, maximum heart rate, resting heart rate.</p> <p>5.20B.03 Recognize the immediate effects of exercise on heart rate.</p> <p>5.20B.04 Monitor heart rate before, during, and after physical activity.</p> <p>Significant to Develop at Grade 5: 5.20B.05 Match health-related fitness components to a</p>	<p>poor fitness.</p> <p>Tell how specific fitness components affect current/future health.</p> <p>Know/use vocabulary related to fitness appropriately.</p> <p>Use heart rate monitor to assess heart rate.</p> <p>Use some form of health/skill-related technology to record heart rate.</p> <p>Distinguish among types of heart rates.</p> <p>Understand that changing levels/duration of exercise affects heart rates.</p> <p>Participate in vigorous activity for a sustained period of time while maintaining a target heart rate.</p> <p>Monitor heart rate at rest and following activity.</p> <p>Describe components related to cardiovascular</p>	
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<p>valid assessment of each component.</p> <p>5.20B.06 Identify the health-related fitness components in various activities.</p> <p>5.20B.07 Perform at the intensity level needed to improve cardiovascular fitness while exercising your heart, e.g., pulse rate, perceived exertion, heart rate.</p> <p>Critical for Mastery at Grade 5: 5.20C.01 Set a personal goal specific to a component of health-related fitness.</p> <p>5.20C.02 Monitor progress in reaching the goal.</p> <p>5.20C.03</p>	<p>fitness.</p> <p>Compare the effects of various exercises on heart rate.</p> <p>Identify the health/fitness components of various activities.</p> <p>Calculate maximum and target heart rates.</p> <p>Understand how much activity is necessary to maintain an active lifestyle, e.g. frequency, duration, and intensity of activity for reducing health risks; perform at that level.</p> <p>Identify activities to increase flexibility, strength, and cardio endurance.</p> <p>Perform with frequency, duration, and intensity of activity for improving cardiovascular performance.</p> <p>Write goals that include analysis of current fitness target levels for each component.</p> <p>Monitor goal attainment systematically/regularly.</p>	<p>Dance: Watch a video and evaluate the components of fitness used in the video.</p> <p>Health: Write one long term/one short term health goal; acknowledge the need for persistence in attaining set goals.</p>
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<p>Write a planned list of activities used to accomplish the personal goal.</p> <p>5.20C.04 Explain how movement can improve health-related fitness components.</p> <p>5.20C.05 Explain the relationship between various movements and health-related fitness components, e.g., running/cardiovascular.</p> <p>5.20C.06 Interpret personal fitness results.</p> <p>5.20C.07 Explain the relationship between behavioral choices and wellness levels.</p>	<p>Explore/evaluate different sports/activities to determine components of fitness necessary to achieve personal goals.</p> <p>Understand how physical fitness and motor skills contribute to employment and a productive lifestyle.</p> <p>Tell how different levels/duration of activities relate to fitness components.</p> <p>Participate in/interpret health-related fitness assessment.</p> <p>Discuss how personal commitments to school, jobs, family, friends, etc. may change the amount of time devoted to physical activity.</p> <p>Analyze different occupations and identify the motor skills needed to be successful in each.</p>	<p>Health: Describe how personal health goals are affected by changing information, priorities, and responsibilities.</p>
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Goal Twenty: Grade Six

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

- A. Know and apply the principles and components of health-related fitness.**
- B. Assess individual fitness level.**
- C. Set goals based on fitness data and develop, implement, and monitor an**

individual fitness improvement plan.

Learning Standard/Outcome	Sample Assessment	Connections
<p>Critical for Mastery at Grade 6:</p> <p>6.20A.01 Discuss the effects of physical activity on current and future health.</p> <p>6.20A.02 Perform physical activity that benefits cardiovascular fitness, flexibility, muscular strength, and muscular endurance.</p> <p>6.20A.03 Participate in health-enhancing levels of physical activity on a daily basis.</p> <p>6.20A.04 Participate in a progression of activities that will maintain or improve personal fitness</p>	<p>Know the effects of maintaining a physically active lifestyle on current/future health.</p> <p>Participate in self-selected aerobic activities outside of class, e.g., rope jumping, jogging, step aerobics.</p> <p>Participate in self-selected activities outside of class that require muscular strength/ endurance, e.g., tumbling, gymnastics, climbing activities.</p> <p>Design/play small group games involving cooperation with others.</p> <p>Use the Internet to identify fitness activities in the community.</p> <p>Attempt beginning activities in a variety of geographically appropriate outdoor pursuits, e.g., snow shoeing, bicycling.</p> <p>Demonstrate, correctly, activities designed to improve and maintain muscular</p>	<p>Music: Create singing and movement games; teach them to others.</p>

<p>levels.</p> <p>6.20B.05 Compare one's rate of perceived exertion to one's heart rate after activity.</p> <p>6.20B.01 Participate in a variety of assessments in addition to the Fitnessgram.</p> <p>6.20B.02 Match health-related fitness components to a valid assessment of each component.</p> <p>Significant to Develop at Grade 6:</p> <p>6.20B.03 Define and evaluate: target heart rate zone, maximum heart rate, resting heart rate, recovering heart rate, and rate of perceived exertion.</p> <p>6.20B.04 Explain how to figure the target heart rate zone.</p> <p>6.20C.01 Select an additional health-related fitness goal and, based on Fitnessgram results, write a list of activities to accomplish the goal.</p>	<p>strength/endurance, flexibility, and cardio respiratory function.</p> <p>Compare the amount/intensity of exertion to the increase in heart rate.</p> <p>Use various assessments to describe personal fitness.</p> <p>Know/match a fitness component to a valid assessment of the component.</p> <p>Describe concepts related to cardiovascular fitness.</p> <p>Calculate the heart rate zone.</p> <p>Monitor heart rate at rest and following activity.</p> <p>Compare the effects of various exercises on heart rate.</p> <p>Understand how much activity is necessary to maintain an active lifestyle, e.g., frequency, duration, and intensity of activity for reducing</p>	
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<p>6.20C.02 Monitor progress in reaching the goal.</p>	<p>health risks.</p> <p>Understand the frequency, duration, and intensity of activity for improving cardiovascular performance; monitor progress in reaching a fitness goal.</p> <p>Understand how physical fitness and motor skills contribute to employment and a productive lifestyle.</p> <p>Analyze different occupations and identify the areas of fitness needed to be successful.</p> <p>Understand how physical activity changes throughout life.</p> <p>Discuss how personal commitment to school, job, family, and friends may change the amount of time devoted to physical activity.</p> <p>Respect the role that regular physical activity plays in the pursuit of life long health and well being.</p>	<p>Health: Discuss ways that life style/environment affect commonly occurring conditions, e.g., heart disease, stroke, cancer, asthma, obesity.</p> <p>Health: Describe how personal health goals are affected by changing information, priorities, and responsibilities.</p> <p>Health: Write a personal plan for good health; include exercise, good diet, responsible choices, etc.</p>
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Goal Twenty: Grade Seven

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

- A. Know and apply the principles and components of health-related fitness.**
- B. Assess individual fitness level.**
- C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.**

Learning Standard/Outcome	Sample Assessment	Connections
<p>Critical for Mastery at Grade 7:</p> <p>7.20A.01 Identify and describe the benefits and elements of health-related fitness.</p> <p>7.20A.02 Identify the reasons for change in your Fitnessgram scores.</p> <p>7.20A.03 Participate in health-enhancing levels of physical activity on a daily basis.</p> <p>7.20A.04 Participate in a progression of activities that will maintain or improve personal fitness levels.</p> <p>7.20A.05 Define principles of training (FITT: frequency, intensity, time, and type) in a physical activity.</p>	<p>Describe long-term physiological, psychological and other benefits that result from regular participation in physical activity.</p> <p>Identify health-related and skill-related fitness components.</p> <p>Identify principles of training to improve physical fitness.</p> <p>Tell how participation in health-related activities affects Fitnessgram scores.</p> <p>Engage in aerobic activity for a minimum of twenty minutes to achieve fitness benefits.</p> <p>Identify, define, and demonstrate aerobic and anaerobic activities; use a variety of machines and maneuvers to strengthen the body.</p> <p>Define and utilize cardio-vascular and muscular strength/endurance.</p> <p>Create a profile that identifies principles of fitness; tie these to health profile.</p>	

<p>7.20B.01 Identify and monitor heart rate during activity (recommended use of a heart rate monitor).</p>	<p>Demonstrate knowledge of technology; use technology to evaluate personal fitness.</p>	
	<p>Use a monitor to record the heart rate during physical activity.</p>	
<p>7.20B.02 Describe what happens to heart rate as intensity levels increase.</p>	<p>Tell how increased intensity levels affect heart rate.</p>	
<p>7.20B.03 Interpret fitness test data.</p>	<p>Explain fitness data correctly.</p>	
<p>7.20B.04 Record heart rate before, during, and after exercise.</p>	<p>Calculate heart rate; explain training zone and recovery process.</p>	
	<p>Use a monitor to record heart rate at various stages of exercise.</p>	
	<p>Demonstrate knowledge of technology; use technology to evaluate personal fitness.</p>	
<p>7.20B.05 Match health-related fitness components to a valid assessment of each component.</p>	<p>Describe appropriate assessments for each fitness component.</p>	<p>Health: Relate regular physical activity to a healthy lifestyle, i.e., increased strength, lower body fat, and positive self-esteem.</p>
<p>7.20C.01 Set personal goals from health-related fitness scores.</p>	<p>Create a six week period profile.</p>	
	<p>Understand how growth in height/weight</p>	

<p>7.20C.02 Identify a health-related fitness goal based on fitness levels, and select activities to meet that goal.</p> <p>Significant to Develop at Grade 7:</p> <p>7.20C.03 Identify fitness levels with use of Fitnessgram data.</p> <p>7.20C.04 Construct a personal plan to improve health-related fitness scores for one component.</p> <p>7.20C.05 Record scores and monitor progress.</p> <p>7.20C.06 Choose from a list of activities that can improve one's health/fitness plan.</p> <p>7.20C.07 Explain what activities can be used to improve health-related fitness scores.</p> <p>7.20C.08 Identify the FITT principles to create a plan for achieving a goal.</p> <p>Critical for Mastery at Grade 7:</p>	<p>influences the mechanical nature of performance.</p> <p>Design a personal fitness program based on the results of fitness testing.</p> <p>Describe personal fitness levels using Fitnessgram data.</p> <p>Set goals appropriate to age and ability; plan to improve personal fitness scores.</p> <p>Record data; monitor progress toward goal achievement.</p> <p>Choose activities that improve health/fitness.</p> <p>Tell activities appropriate for improving health/fitness scores.</p> <p>Include FITT principles in good planning.</p>	<p>Health: Develop (or review) a personal health plan.</p> <p>Health: Identify a specific health topic; locate reliable accurate health information related to the topic.</p>
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<p>7.20C.09 Develop a list of healthy behavioral choices to improve fitness levels.</p>	<p>Identify characteristics of an active lifestyle.</p> <p>Demonstrate knowledge and practice characteristics of an active lifestyle</p> <p>Identify signs of addiction; compare/ contrast the immediate and long term effects of alcohol, tobacco, and other drug use on physical performance/health status.</p> <p>Recognize the effects of substance abuse on physical health and performance.</p> <p>Demonstrate knowledge of how nutrition and the food guide recommendations relate to a healthy lifestyle.</p> <p>Identify different types of stress.</p> <p>Identify skills and demonstrate strategies to manage stress.</p>	<p>Health: Describe how proper nutrition affects healthy lifestyle.</p> <p>Health: Distinguish between healthy/unhealthy responses to stress.</p>
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Goal Twenty: Grade Eight

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

- A. Know and apply the principles and components of health-related fitness.**
- B. Assess individual fitness level.**
- C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.**

Learning Standard/Outcome	Sample Assessment	Connections
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<p>Critical for Mastery at Grade 8:</p> <p>8.20A.01 Describe the benefits of various activities of the fitness components.</p> <p>8.20A.02 Identify potential risks to health based on components of a fitness profile that are below the healthy level.</p> <p>8.20A.03 Understand how exercise affects body composition.</p> <p>8.20A.04 Participate in health-enhancing levels of physical activity on a daily basis.</p>	<p>Identify health-related and skill-related fitness components; describe the benefits of each.</p> <p>Correlate fitness profile to health-based component; identify components below healthy levels.</p> <p>Evaluate the role of exercise and other factors in weight control.</p> <p>Understand how growth in height/weight influences the mechanical nature of performance.</p> <p>Identify, define, and demonstrate aerobic and anaerobic activities.</p> <p>Engage in aerobic activity for a minimum of twenty minutes to achieve fitness benefits.</p> <p>Identify principles of training to improve physical fitness.</p> <p>Create a profile that identifies principles of fitness; tie these to health profile.</p> <p>Understand how growth in height/weight influences the mechanical nature of performance.</p>	
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<p>8.20A.05 Participate in a progression of activities that will maintain or improve personal fitness levels.</p> <p>Significant to Develop at Grade 8:</p> <p>8.20A.06 Demonstrate muscular strength while engaged in physical activity.</p> <p>8.20A.07 Demonstrate muscular endurance while engaged in physical activity.</p> <p>8.20A.08 Demonstrate flexibility while engaged in physical activity.</p> <p>8.20A.09 Demonstrate cardiovascular fitness while engaged in physical activity.</p> <p>8.20A.10 Define principles of training (FITT: frequency, intensity, time, and type) in a physical activity.</p> <p>8.20A.11 Use appropriate vocabulary to identify the principles of health-related fitness.</p> <p>Significant to Develop at Grade</p>	<p>Show how participation in a progression of activities maintains/improves fitness levels.</p> <p>Show appropriate development of muscular strength during physical activity.</p> <p>Show appropriate muscular endurance during physical activity.</p> <p>Show appropriate flexibility during physical activity.</p> <p>Define and utilize cardio-vascular and muscular strength/endurance.</p> <p>Know the training principles of frequency, intensity, time and type; explain and demonstrate these.</p> <p>Use appropriately the vocabulary that relates to health/fitness.</p>	
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<p>8: 8.20A.12 Apply principles of FITT to establish a progression for improving fitness components.</p> <p>8.20A.13 Apply principles of FITT to establish a warm-up, workout, and cool down as elements of a workout plan.</p> <p>8.20B.01 Demonstrate effective use of heart rate monitor during physical activity.</p> <p>8.20B.02 Calculate resting, target, and recovery heart rates.</p> <p>8.20B.03 Record individual resting, target, and recovery heart rates during selected fitness activities.</p> <p>8.20B.04 Compare resting heart rate to recovery heart rate.</p> <p>8.20B.05</p>	<p>Use FITT principles to improve personal fitness components.</p> <p>Apply FITT principles to design the elements of an effective work-out plan; include warm-ups and cool-downs.</p> <p>Know/use a heart monitor during physical activity.</p> <p>Calculate heart rate using monitor; explain training zone and recovery process.</p> <p>Demonstrate knowledge of technology and use technology to evaluate personal fitness.</p> <p>Know/record personal heart rates during selected fitness activities.</p> <p>Distinguish between heart rates appropriately.</p>	
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<p>Report the perceived level of exertion during an activity.</p> <p>8.20B.06 Evaluate fitness scores using health-related test norms.</p> <p>8.20B.07 Select activities to improve physical fitness level.</p> <p>8.20B.08 Match health-related fitness components to a valid assessment of each component.</p> <p>Critical for Mastery at Grade 8:</p> <p>8.20C.01 Understand how to set a realistic fitness goal.</p> <p>8.20C.02 Develop short-term and long-term goals as related to fitness.</p> <p>8.20C.03 Select a health-related fitness component, set a short-term goal, and write a plan.</p> <p>8.20C.04 Select a health-related fitness component set a long-term goal, and write a plan.</p>	<p>Explain levels of exertion from personal perception.</p> <p>Monitor/assess fitness scores.</p> <p>Decide on appropriate activities to improve fitness levels.</p> <p>Identify valid assessment components; match fitness components to these.</p> <p>Describe/design appropriate/realistic fitness goals.</p> <p>Design goals appropriate to age and ability.</p> <p>Identify/plan a short-term goal to be achieved over a six week period.</p> <p>Identify/plan a long-term goal to be achieved over a six week period.</p>	
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<p>8.20C.05 Identify opportunities within the community for regular participation in physical activities, e.g., parks, ice rinks, tennis courts.</p> <p>8.20C.06 Use frequency, intensity, time, and type (FITT) when writing a plan to meet your fitness goal.</p> <p>8.20C.07 Implement healthy behavioral choices as part of a fitness program.</p>	<p>Identify venues for physical activities within the community.</p> <p>Identify physical activities that can be pursued in the local community.</p> <p>Use the principles in planning fitness goal(s).</p> <p>Demonstrate knowledge and practice of characteristics of an active lifestyle</p> <p>Identify signs of addiction; compare/ contrast the immediate and long term effects of alcohol, tobacco, and other drug use on physical performance/health status.</p> <p>Recognize the effects of substance abuse on physical health and performance.</p> <p>Demonstrate knowledge of how nutrition and the food guide recommendations relate to a healthy lifestyle.</p> <p>Understand that wellness involves more than being physically fit.</p> <p>Identify different types of stress; tell how physical activity may manage stress.</p>	<p>Health: Investigate the influence of culture on healthy behaviors and physical activity.</p> <p>Health: Identify personal stress responses.</p> <p>Health: Investigate issues such as anger/anger management.</p>
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Goal Twenty: Grade Nine/Ten

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

- A. Know and apply the principles and components of health-related fitness.**
- B. Assess individual fitness level.**
- C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.**

Learning Standard/Outcome	Sample Assessment	Connections
<p>Critical for Mastery at Grade 9/10: 9/10.20A.01 Explain the effects of various exercises and physical activities on the components of health-related fitness.</p> <p>9/10.20A.02 Describe the limitations and benefits of various fitness training programs.</p> <p>9/10.20A.03 Participate in health-enhancing levels of physical activity on a daily basis.</p> <p>9/10.20A.04 Participate in a progression of activities that will maintain or improve personal fitness levels.</p>	<p>Describe short-term/long-term physiological, psychological, and other benefits that result from regular participation in physical activity.</p> <p>Research/discuss the benefits/limitations of a variety of fitness-training programs.</p> <p>Analyze/evaluate a personal fitness profile.</p> <p>Derive pleasure from participating in physical activity.</p> <p>Participate in games, sports, dance, outdoor pursuits, and other physical activities that contribute to the attainment of personal wellness.</p>	

<p>9/10.20A.05 Participate in various fitness training programs.</p>	<p>Participate in an individualized, progressive fitness program.</p>	
	<p>Use the Internet to explore various fitness training programs; select various programs for participation.</p>	
<p>9/10.20A.06 Identify the relationship between fitness and performance.</p>	<p>Explain/analyze the relationship between fitness/performance.</p>	
	<p>Analyze/compare health/fitness benefits derived from various physical activity.</p>	
<p>9/10.20B.01 Create a profile to track heart rate and fitness levels over an extended period of time.</p>	<p>Design/engage in an aerobic/anaerobic program based on personal fitness assessment to achieve cardiovascular fitness.</p>	
<p>9/10.20B.02 Assess personal fitness levels using Fitnessgram.</p>	<p>Show written knowledge of individual target heart zones, maximum/minimum heart rate, resting heart rate, and recovery heart rate.</p>	
<p>9/10.20B.03 Match health-related fitness components to a valid assessment of each component.</p>	<p>Record and analyze data after completing a self-assessment using Fitnessgram.</p>	
<p>Significant to Develop at Grade 9/10: 9/10.20B.04</p>		
<p>Use technology to understand physiological data.</p>	<p>Use scientific knowledge to analyze personal characteristics when participating in physical activity.</p>	

<p>9/10.20B.05 Analyze physiological data.</p>	<p>Identify/analyze components of health-related/skill-related fitness through participation in a variety of physical activities that contribute to the development of a personal fitness program.</p>	
<p>9/10.20B.06 Prepare an individual health-related fitness profile and evaluate fitness level on each component.</p>	<p>Use data to prepare a fitness profile; use assessments to evaluate components levels.</p>	
<p>9/10.20C.01 Set short-term goals specific for each component of health-related fitness based on individual needs assessment.</p>	<p>Identify specific components and set goals based on individual needs as assessed.</p>	
<p>9/10.20C.02 Design a personal fitness program that incorporates all health-related fitness components and principles.</p>	<p>Design/implement a personal fitness program that relates to total wellness.</p>	
<p>9/10.20C.03 Analyze personal fitness profile.</p>	<p>Analyze fitness profile; monitor its components. Describe progress in achieving fitness goals using the Fitnessgram.</p>	
<p>Critical for Mastery at Grade 9/10: 9/10.20C.04 Evaluate opportunities within the community for regular participation in physical activities, e.g., swimming, community walks and runs,</p>	<p>Research/evaluate community resources involving opportunities for different physical activities available to residents.</p>	

<p>park district programs.</p> <p>9/10.20C.05 Evaluate facilities within the community for regular participation in physical activities, e.g., parks, ice rinks, tennis courts.</p> <p>9/10.20C.06 Compare and contrast behavior choices to personal fitness levels.</p>	<p>Identify/evaluate physical facilities that can be accessed in the community.</p> <p>Define/discuss the importance of adequate nutrition in relation to physical performance/health.</p> <p>Plan a weekly menu using the food/nutrition recommendations; know the nutritional value of several kinds of snacks, convenience foods, and fast foods.</p> <p>Identify five general areas of safety precautions before/while maintaining a healthy lifestyle.</p> <p>List signs of addiction; compare/contrast the immediate and long term effects of alcohol, tobacco, and/or drug use.</p>	<p>Health: Research/evaluate personal behaviors and environmental factors on individual and community health/illness.</p> <p>Health: Explain the relationship between abuse, unplanned pregnancy, substance abuse, motor vehicle accidents and other unsafe situations; relate how these postpone/eliminate short/long term personal goals.</p> <p>Health: Analyze the physical, social, emotional, and legal implications of alcohol, tobacco, and other drug use.</p>
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Goal Twenty: Eleven/Twelve

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

- A. Know and apply the principles and components of health-related fitness.**
- B. Assess individual fitness level.**
- C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.**

Learning Standard/Outcome	Sample Assessment	Connections
<p>Critical for Mastery at Grade 11/12: 11/12.20A.01 Participate regularly in health-enhancing fitness in and out of school.</p> <p>11/12.20A.02 Participate in health-enhancing levels of physical activity on a daily basis.</p> <p>11/12.20A.03 Participate in a progression of activities that will maintain or improve personal fitness levels.</p> <p>11/12.20A.04 Demonstrate the knowledge, skill, and ability to monitor and adjust physical activity levels to meet personal fitness needs.</p> <p>11/12.20A.05 Interpret your own personal data gram and</p>	<p>Show evidence of developing/maintaining physical fitness to achieve the goal of a healthy life-style.</p> <p>Participate regularly in games, sports, dance, outdoor pursuits, and other physical activity that contribute to the attainment of personal goals and the maintenance of wellness.</p> <p>Design/execute a physical fitness program; recognize that changes in life-style may progress over time from vigorous activities to mild exercise (including walking).</p> <p>Define personal fitness needs; show how to monitor/adjust levels of physical activity to reach fitness goals.</p> <p>Know/explain personal fitness data; tell how the</p>	

<p>evaluate your data to influence change in your program.</p> <p>11/12.20A.06 Formulate a fitness plan that can be implemented and tested by collecting data.</p> <p>11/12.20A.07 Include principles of exercise: frequency, intensity, time, type, specificity, progression, and overload into a regular exercise program, including warm up and cool down.</p> <p>11/12.20A.08 Explain data recorded throughout an exercise program.</p> <p>11/12.20A.09 Demonstrate correct adjustment and use of fitness equipment.</p> <p>11/12.20A.10 Display proper exercise technique.</p> <p>11/12.20B.01 Create a profile to track heart rate and fitness levels over an extended period of time.</p> <p>Significant to Develop at Grade 11/12: 11/12.20B.02 Measure health/fitness levels in body composition, muscular strength, muscular</p>	<p>data might influence a personal fitness program.</p> <p>Show evidence of positive self-image.</p> <p>Continue to evaluate fitness; plan based on data collection.</p> <p>Design a safe personal fitness program in accordance with principles of training/conditioning.</p> <p>Explain/interpret recorded data.</p> <p>Use fitness equipment appropriately.</p> <p>Demonstrate safe/proper exercise techniques.</p> <p>Use data to create a personal profile.</p> <p>Assess, achieve, maintain physical fitness.</p>	
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<p>endurance, flexibility, and cardiovascular endurance.</p> <p>11/12.20B.03 Use multiple assessments to determine current levels of fitness within each component.</p> <p>11/12.20B.04 Match health-related fitness components to a valid assessment of each component.</p> <p>11/12.20B.05 Interpret health-related fitness data collected over period of time, with and without the use of technology, to assess all components of health related fitness: body composition, muscular strength, muscular endurance, flexibility, and cardiovascular fitness before, during, and after engaging in an exercise program.</p> <p>11/12.20B.06 Assess improvements in a fitness profile and set new goals.</p> <p>11/12.20B.07 Evaluate behavioral choices and their impact</p>	<p>Apply knowledge of cardiovascular fitness by designing a fitness program using the training principles of fitness.</p> <p>Maintain/assess appropriate levels of cardiovascular/respiratory efficiency, muscular strength/endurance, flexibility, body composition necessary for a health lifestyle.</p> <p>Measure fitness using training principles, e.g., overload (frequency, intensity, time), specificity, progression.</p> <p>Use scientific knowledge/technology to analyze personal characteristics/ participation in physical activity.</p> <p>Review/assess the fitness profile regularly to gauge change/need for new goals.</p> <p>Select/participate regularly in lifetime physical activities.</p> <p>Identify the costs, benefits, obligations</p>	
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<p>Recognize possible difficulties in achieving both short and long-term goals and identify strategies to overcome these difficulties.</p> <p>11/12.20C.04 Determine the level of success in meeting these goals.</p> <p>11/12.20C.05 Analyze results of health-related goals for each specific health-related fitness component.</p> <p>11/12.20C.06 Evaluate short-term goals.</p> <p>11/12.20C.07 Perform periodic assessments of each component of health-related fitness.</p> <p>11/12.20C.08 Review a fitness program to reflect changes in age and/or possible changes in health status, e.g., illness or injury.</p> <p>11/12.20C.09 Adjust or modify personal fitness plan as warranted.</p> <p>11/12.20C.10</p>	<p>Describe how short-term/long-term goals are affected by changing information, priorities, and responsibilities; describe ways to overcome these difficulties.</p> <p>Use the results of fitness assessment to measure success/guide changes in personal program of physical activity.</p> <p>Assess personal health-related/skill-related fitness components.</p> <p>Monitor/analyze exercise/other behaviors related to a healthful lifestyle.</p> <p>Design a rubric to evaluate short-term goals.</p> <p>Assess fitness components regularly.</p> <p>Evaluate risks/safety factors that may affect physical activity preferences throughout the life cycle.</p> <p>Use data to evaluate/adjust/modify personal fitness plans.</p>	<p>Health: Describe decision-making strategies that affect physical activity preferences.</p>
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<p>Keep a personal fitness log that includes warm-up activities, complete descriptions of conditioning exercises and activities, workout hours and minutes, intensity, repetitions, sets, frequency, and cool down activities.</p> <p>11/12.20C.11 Evaluate the contents of a personal exercise log.</p> <p>11/12.20C.12 Evaluate behavioral choices and their impact on personal fitness levels.</p>	<p>Keep a personal fitness log; monitor physical activity regularly.</p> <p>Evaluate the personal fitness log; adjust as necessary.</p> <p>Accept the ways that personal characteristics, performance styles, activity preferences will change over the life cycle.</p> <p>Identify safety procedures that prevent injuries during physical activity.</p> <p>Develop an awareness of changes/barriers in physical activity that evolve throughout life.</p> <p>Design/demonstrate a simulated activity showing the effects of addiction on daily living.</p>	<p>Health: Develop personal strategies for decisions relating to addictive substances.</p>
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