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


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

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

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 or resources, including available technology, to analyze, assess, and improve physical activity and personal fitness

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
Wellness-related physical fitness norms

<table>
<thead>
<tr>
<th>Age</th>
<th>Abdominal Strength</th>
<th>Upper Body Strength</th>
<th>Flexibility</th>
<th>Aerobic Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Curl-ups</td>
<td>Pull-ups or</td>
<td>Sit &amp; Reach</td>
<td>Mile</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Flexed arm hang</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>32-46</td>
<td>1-2</td>
<td>32 – 42</td>
<td>10:30-8:00</td>
</tr>
<tr>
<td>16</td>
<td>32-43</td>
<td>1-2</td>
<td>32 – 41</td>
<td>10:00-8:00</td>
</tr>
<tr>
<td>17</td>
<td>30-41</td>
<td>1-2</td>
<td>33 – 41</td>
<td>10:00-8:00</td>
</tr>
</tbody>
</table>

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.