STUDENT LEARNING GOALS

- Develop competency in modified versions of game/sport, dance, and recreational activities
- Vary movement during dynamic and changing game situations
- Analyze skill performance through observing and understanding critical elements
- Apply basic scientific principles of movement and personal fitness
- Relate the importance of physical activity to health
- Create plans for improving personal fitness
- Develop responsible personal and social behaviors
- Achieve and maintain personal fitness standards
- Set reasonable and appropriate goals for improvement and maintenance of health-related fitness

WEB LINKS:
- www.cdc.gov/safeusa/index.htm
- www.primusweb.com/fitnesspartner
- www.americanheart.org
- www.kidsrunning.com
- www.nhlbisupport.com/bmi/bmicalc.htm

SKILLED MOVEMENT
- Use skill combinations competently in modified versions of team and individual/dual activities
- Display appropriate use of speed, force, and form in a variety of movement activities
- Demonstrate basic abilities and safety precautions in recreational pursuits
- Demonstrate moving to a rhythm in selected folk, country, square, contemporary and line dances

MOVEMENT PRINCIPLES AND CONCEPTS
- Demonstrate proper use of movement concepts in dynamic game situations
- Apply biomechanical principles to understand and perform skillful movements
- Use basic offensive and defensive tactics and strategies while playing a modified version of a game/sport
- Analyze skill patterns of self and partner, detecting and correcting mechanical errors
- Identify similarities in movements across different physical activities

PERSONAL FITNESS
- Identify safe practices for improving physical fitness
- Develop a comprehensive personal fitness plan, including goals, strategies and timeline, for improving at least three self-selected components of health-related fitness
- Use a variety of resources, including available technology, to monitor fitness improvement
- Analyze the relationship between physical activity and body composition

RESPONSIBLE BEHAVIORS
- Apply safety procedures, rules, and appropriate etiquette in physical activity settings
- Solve problems, accept appropriate challenges, and resolve conflicts in a responsible manner
- Demonstrate supportive behaviors that promote the inclusion and safety of others when participating in physical activity

PHYSICALLY ACTIVE LIFESTYLE
- Select and set goals, and participate in and outside of school in activities that help improve flexibility, muscle strength and endurance, cardiovascular endurance, and body composition
- Analyze the relationship between physical activity and stress management, and investigate ways to use physical activity to lessen the impact of stress

Virginia Department of Education Standards of Learning 2001

Rev. 2003
Wellness-related physical fitness

Wellness-related physical fitness is an important part of the Wellness Triangle representing overall health. Students can substantially improve their overall health and quality of life by including moderate amounts of physical activity in their daily lives. Wellness-related physical fitness activities are part of each day's lesson in physical education and are designed to help students develop regular activity habits through enjoyable fitness experiences.

Students will learn about a variety of activities that will help them maintain a level of fitness within the "Wellness Zone" for each assessment. The upper end of the wellness zone is an athletic performance related level of fitness and the lower end of the zone is a health-related, disease prevention level of fitness. Students and teachers will set wellness-related physical fitness goals and assess those goals using the State of Virginia Wellness-Related Physical Fitness Norms.

Wellness-related physical fitness assessment

Virginia Wellness-Related Physical Fitness Assessments include:

Upper Body Strength - measured by pull-ups or flexed arm hang (either grip). Suggestions for improvement include modified pull-ups, push-ups, flexed arm hang, climbing activities.

Abdominal Strength - measured by timed curl-ups. Suggestions for improvement include curl-ups, crunches and leg lifts.

Flexibility - measured by sit and reach or V-sit and reach. Suggestions for improvement include static stretching, toe touching.

Aerobic Capacity - measured by the One-Mile Run/Walk or Pacer Test. Suggestions for improvement include any activity that elevates the heart rate and uses large muscle groups for 15-20 minutes including jogging, swimming, cycling and aerobics.

<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>
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<tr>
<td></td>
<td></td>
<td>Flexed arm hang</td>
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<tr>
<td>12</td>
<td>31-43</td>
<td>1-2</td>
<td>27 – 35</td>
<td>12:00-9:00</td>
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<tr>
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<td>33-44</td>
<td>1-2</td>
<td>27 – 37</td>
<td>11:30-9:00</td>
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<tr>
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<td>34-45</td>
<td>1-2</td>
<td>30 – 39</td>
<td>11:00-8:30</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.