

# FITNESS FOR LIFE

By the end of high school, students will be college and career ready, as demonstrated by the ability to plan and implement different types of personal fitness programs, demonstrate competency in lifetime activities, describe key concepts associated with successful participation in physical activity, model responsible behavior while engaged in physical activity, and fill a need for self-expression, challenge, social interaction and enjoyment.

## Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

- **Standard FFL.1.1** Participate in two or more specialized lifetime activities that promote health-related fitness.
- **Standard FFL.1.2** Demonstrate competency in two or more specialized lifetime activities that promote health-related fitness.
- **Standard FFL.1.3** Participate in activities that promote health-related fitness.
- **Standard FFL.1.4** Demonstrate competency in two or more specialized activities that promote health-related fitness.

## Strand 2: Students will apply knowledge to attain efficient movement and performance.

- **Standard FFL.2.1** Apply the terminology associated with exercise in selected fitness activities.
- **Standard FFL.2.2** Create a practice plan to improve performance in fitness activities.
- **Standard FFL.2.3** Identify concepts regarding the structure and function of the human body and unsafe exercises.

## Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

- **Standard FFL.3.1** Discuss the benefits of a physically active lifestyle as it relates to college/career productivity.
- **Standard FFL.3.2** Analyze and apply technology and social media as tools to support a healthy, active lifestyle.
- **Standard FFL.3.3** Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.

- **Standard FFL.3.4** Apply rates of perceived exertion and pacing to assess and track activity readiness.
- **Standard FFL.3.5** List and evaluate activities that develop specific elements of physical fitness.
- **Standard FFL.3.6** Identify challenges and risk factors that change with the aging process.
- **Standard FFL.3.7** Demonstrate appropriate technique in resistance training (e.g., machines and/or free weights).
- **Standard FFL.3.8** Analyze daily activities such as walking, climbing, lifting, and various household chores for their ability to provide functional fitness benefits.
- **Standard FFL.3.9** Design and implement a strength and conditioning program that develops balance in opposing muscle groups (e.g., agonist/antagonist) and supports a healthy, active lifestyle.
- **Standard FFL.3.10** Identify the different energy systems used in a selected physical activity (e.g., ATP-PC, anaerobic/glycolysis, aerobic).
- **Standard FFL.3.11** Identify the structure of skeletal muscle and fiber types as they relate to muscle development.
- **Standard FFL.3.12** Adjust pacing to keep heart rate in the target zone using available technology to self-monitor aerobic intensity (e.g., pedometer, heart rate monitor).
- **Standard FFL.3.13** Explain concepts of cardiovascular endurance, including maximum volume of oxygen uptake (i.e., VO<sub>2</sub> Max), respiratory rate, cardiac output, stroke volume, and heart rate.
- **Standard FFL.3.14** Explain the principles of active vs. passive recovery and injury prevention and rehabilitation.
- **Standard FFL.3.15** Identify types of strength exercises (e.g., isometric, isotonic, isokinetic, concentric, eccentric, intervals, circuits) and stretching exercises (e.g., static, PNF, dynamic, ballistic) and overload principle and work/rest ratio for personal fitness development (e.g., strength, endurance, range of motion).
- **Standard FFL.3.16** Explain the concepts related to muscular endurance (e.g., repetitions, resistance, sport specificity, overload principle).
- **Standard FFL.3.17** Explain the concepts related to body composition (e.g., the difference between being overweight and obese, genetic influences, and various ways to measure body composition).

- **Standard FFL.3.18** Describe how health-related fitness is a lifelong process unique to each individual.
- **Standard FFL.3.19** Identify genetic influences on body type, sedentary lifestyle diseases, muscle types, and rates of weight gain and loss.
- **Standard FFL.3.20** Identify personal and family history for known health-risk factors, such as age, gender, body composition, heart rate, coronary heart disease, cancer, diabetes, cholesterol, blood pressure, and daily stress situations.
- **Standard FFL.3.21** Compare aerobic and anaerobic activities, showing examples of each.
- **Standard FFL.3.22** Define overload, progression, specificity, and reversibility.
- **Standard FFL.3.23** Explain the role of nutrition in overall health and fitness.
- **Standard FFL.3.24** Relate physiological responses to individual levels of fitness and nutritional balance.
- **Standard FFL.3.25** Investigate the relationships among physical activity, nutrition, and body composition.
- **Standard FFL.3.26** Explain the consequences of eating disorders at either end of the spectrum.
- **Standard FFL.3.27** Create a snack plan for before, during and after exercise that addresses nutrition needs for each phase.
- **Standard FFL.3.28** Use technology to develop and maintain a fitness portfolio (e.g., pre and post assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).
- **Standard FFL.3.29** Use technology to design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.
- **Standard FFL.3.30** Use technology to track progress in fitness programs and to perform a nutritional analysis.
- **Standard FFL.3.31** Calculate blood pressure using digital monitors.
- **Standard FFL.3.32** Design a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work.
- **Standard FFL.3.33** Review frequency, intensity, time, and type (FITT) guidelines to evaluate activities.
- **Standard FFL.3.35** Identify stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, and meditation).

- **Standard FFL.3.32** Describe how exercise increases longevity and quality of life through stress reduction.

**Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.**

- **Standard FFL.4.1** Accept differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.
- **Standard FFL.4.2** Compare the effects and/or dangers of weight loss and gain on body composition and personal health.
- **Standard FFL.4.3** Identify strategies for developing a healthy self-concept and acceptance of one's body make-up.
- **Standard FFL.4.4** Identify the benefits and dangers of various dietary supplements, such as vitamins, minerals, herbs, power drinks, steroids, performance-enhancing drugs, and substance abuse.
- **Standard FFL.4.5** Utilize time effectively to set personal goals, practice, and complete assigned tasks.
- **Standard FFL.4.6** Identify the effects of environmental conditions (e.g., wind, temperature, humidity, and altitude) on activity performance.
- **Standard FFL.4.7** Demonstrate safety precautions in training (e.g., over-training, altitude, pollution, and temperature extremes).
- **Standard FFL.4.8** Evaluate risks and safety factors that might affect fitness activity preferences throughout the life cycle.
- **Standard FFL.4.9** Identify appropriate risks and safety factors in the selection of fitness activities.
- **Standard FFL.4.10** Exhibit proper etiquette, respect for others, and teamwork while engaging in fitness activities.
- **Standard FFL.4.11** Assume a supportive role (e. g., spotter, providing feedback, analyzing technique, and partnering).
- **Standard FFL.4.12** Explain the effects of age, gender, race, ethnicity, physical makeup, and culture on physical activity preference and participation.
- **Standard FFL.4.13** Communicate with fellow participants to solve conflict without confrontation (e.g., bullying).
- **Standard FFL.4.14** Accept others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.

- **Standard FFL.4.15** Walk away willingly to avoid verbal or physical confrontation in activity settings.
- **Standard FFL.4.16** Listen to all sides before taking action in solving conflict.
- **Standard FFL.4.17** Develop strategies to include others in activity participation.

**Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.**

- **Standard FFL.5.1** Analyze the mental, social, and psychological health benefits of a self-selected physical activity.
- **Standard FFL.5.2** Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
- **Standard FFL.5.3** Select and participate in physical activities or dance that meets the need for self-expression and enjoyment.
- **Standard FFL.5.4** Identify the opportunity for social support in a self-selected physical activity or dance.
- **Standard FFL.5.5** Research sports and activities of other cultures.



# INDIVIDUAL LIFETIME ACTIVITIES

By the end of high school, students will be college and career ready, as demonstrated by the ability to plan and implement different types of personal fitness programs, demonstrate competency in lifetime activities, describe key concepts associated with successful participation in physical activity, model responsible behavior while engaged in physical activity, and fill a need for self-expression, challenge, social interaction and enjoyment.

## Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

- **Standard ILA.1.1** Participate in and refine skills in activity-specific movements, through various means such as rubrics, self and peer assessment, video and computer analyses, and teacher feedback, in (1) up to three lifetime activities (e.g., outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games), and/or (2) a form of dance.
- **Standard ILA.1.2** Demonstrate proficiency in three or more lifetime activities and/or in a form of dance by choreographing a dance or by giving a performance.
- **Standard ILA.1.3** Participate in specialized skills that will promote health-related fitness.
- **Standard ILA.1.4** Demonstrate proficiency in one or more specialized skills that will promote health-related fitness.

## Strand 2: Students will apply knowledge to attain efficient movement and performance.

- **Standard ILA.2.1** Apply the terminology associated with exercise and participation in selected lifetime activities (e.g., dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately).
- **Standard ILA.2.2** Identify the stages of learning a motor skill.
- **Standard ILA.2.3** State skill-specific cues for a variety of physical activities.
- **Standard ILA.2.4** Describe the speed/accuracy trade-off in throwing and striking skills.
- **Standard ILA.2.5** Create a practice plan to improve performance for a self-selected skill or dance form.
- **Standard ILA.2.6** Participate in a number of individual activities demonstrating advanced strategies and rules.

- **Standard ILA.2.7** Identify concepts regarding the influence of individual differences in activity settings.
- **Standard ILA.2.8** Identify concepts regarding the influence of individual differences in unsafe activities.
- **Standard ILA.2.9** Identify and discuss the historical and cultural roles of games, sports, and dance in society.

**Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.**

- **Standard ILA.3.1** Discuss the benefits of a physically active lifestyle as it relates to college/ career productivity.
- **Standard ILA.3.2** Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.
- **Standard ILA.3.3** Use measures (e.g., rates of perceived exertion, pacing, heart-rate monitors, pulse sticks, blood pressure devices, body mass analyzers, and/or pedometers) to assess and track activity readiness.
- **Standard ILA.3.4** Evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements.
- **Standard ILA.3.5** Analyze the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings.
- **Standard ILA.3.6** Explain the effects of age on activity performance and choice in a life-long fitness and activity plan.
- **Standard ILA.3.7** Identify visualization techniques used to improve performance.
- **Standard ILA.3.8** Participate several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day.
- **Standard ILA.3.9** Create a plan involving training for and participating in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).
- **Standard ILA.3.10** Design and implement a strength and conditioning program that develops balance in opposing muscle groups (e.g., agonist/antagonist) and supports a healthy, active life-style.
- **Standard ILA.3.11** Calculate target heart rate and apply HR information to a personal activity plan.



- **Standard ILA.3.12** Describe how physical activity influences health-related fitness and is a lifelong process unique to each individual.
- **Standard ILA.3.13** Identify physiological concepts as they relate to specific aerobic and anaerobic activities.
- **Standard ILA.3.14** List the benefits of activity and proper nutrition and the consequences of inactivity and poor nutritional choice.
- **Standard ILA.3.15** Explain the importance of the balance between food intake and energy expenditure in maintaining weight, developing fitness and preventing sedentary disease.
- **Standard ILA.3.16** Create a snack plan for before, during and after exercise that addresses nutrition needs for each phase.
- **Standard ILA.3.17** Create a menu plan reflecting sound nutritional concepts that support self-selected physical activities.
- **Standard ILA.3.18** Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, and meditation).
- **Standard ILA.3.19** Describe how physical activity increases longevity and quality of life through stress reduction.

#### Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

- **Standard ILA.4.1** Accept differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.
- **Standard ILA.4.2** Act independently of peer pressure in developing healthy choices in physical activity settings.
- **Standard ILA.4.3** Utilize time effectively to include setting personal goals, practicing, completing assigned tasks, and including activity time.
- **Standard ILA.4.4** Use readily available resources and materials to engage in home fitness activities.
- **Standard ILA.4.5** Identify the effects of environmental conditions (e.g., wind, temperature, humidity, and altitude) on activity performance.
- **Standard ILA.4.6** Identify and evaluate risks and safety factors that might affect activity preferences throughout the life cycle.
- **Standard ILA.4.7** Examine moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).

- **Standard ILA.4.8** Assume a leadership role (e.g., task or group leader, referee, coach) in a cooperative, adventure-based and/or physical activity setting.
- **Standard ILA.4.9** Self-officiate in recreational sports.
- **Standard ILA.4.10** Communicate with fellow participants to solve conflict without confrontation (e.g., bullying).
- **Standard ILA.4.11** Accept others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
- **Standard ILA.4.12** Walk away willingly to avoid verbal or physical confrontation in activity settings.
- **Standard ILA.4.13** Listen to all sides before taking action in solving conflict.
- **Standard ILA.4.14** Develop strategies to include others in activity participation.

**Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.**

- **Standard ILA.5.1** Analyze the mental, social, and psychological health benefits of a self-selected physical activity.
- **Standard ILA.5.2** Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
- **Standard ILA.5.3** Identify the uniqueness of physical activity or creative dance as a means of self-expression.
- **Standard ILA.5.4** Participate in lifetime activities that are personally relevant.
- **Standard ILA.5.5** Evaluate the opportunity for social interaction and social support in a self-selected physical activity or dance.
- **Standard ILA.5.6** Report on the historical roles and values of games, sports, and self-selected activities or dance in different cultures.