

**STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**

**Why This Goal Is Important:** Regular physical activity is necessary to sustain fitness and health. Students need to apply training principles—frequency, intensity, time and type (FITT)—to achieve their personal fitness goals. Fitness expectations need to be established on an individual basis; realistic goals need to be based on the health-related components of endurance, strength, flexibility, cardiorespiratory fitness and body composition. By learning and applying these concepts, students can develop lifelong understanding and good habits for overall health and fitness.

**Benchmarks (Understand)**

- Interpret the effects of exercise/physical activity on the level of health-related fitness.
- Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics and benefits of each.
- Implement an individualized health-related fitness plan which includes the principles of training.
- Record and interpret health-related physiological data (e.g., blood pressure, body mass index, oxygen exchange), with and without the use of technology.
- Prepare an individual health-related fitness profile and evaluate fitness level on each component.
- Set realistic, short-term, health-related fitness goals based on individual profiles.
- Evaluate physical fitness services, products and advertising.
- Design and implement a personal fitness program.

**Content (Know)**

- Know health-related fitness components – muscular endurance, muscular strength, flexibility, cardiorespiratory fitness and body composition.
- Know the principles of training: FITT- frequency, intensity, time, and type and how they are engaged in various types of fitness programs.
- Create an individualized fitness plan based on the results of personal fitness assessment.
- Discussion of WHS fitness equipment as compared to equipment found in health clubs.

**Assessment (Do)**

- Demonstrate self-assessments of muscular endurance, muscular strength, flexibility, cardiorespiratory fitness and body composition through Fit2Play Fitness Assessment. (see Fit2Play Assessment Sheet)
- Compare Pre-Post Fitness Assessment each semester (see Fit2Play Assessment Sheet)
- Written statement of fitness goals upon completion of semester.

## Team Sports

Basketball European Team Handball Field Hockey Flag Football Floor Hockey Indoor Soccer Rugby Soccer  
16" Softball Speedball Ultimate Frisbee Volleyball

## High School Physical Education

### **STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.**

**Why This Goal Is Important:** Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning in this area is developmental, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams.

#### **Benchmarks (Understand)**

- Perform skills efficiently in a variety of leisure activities, sports, creative movement and work-related activities.
- Analyze various movement patterns for efficiency and effectiveness.
- Develop rules and safety procedures for physical activities.
- Select and apply offensive, defensive and cooperative strategies in selected activities, games and sports.

#### **Content (Know)**

- Identify rules, scoring, and terminology used for the various team sports.
- Describe strategies employed to enhance team play.
- Practice and demonstrate skill techniques needed to actively participate.

#### **Assessment (Do)**

- Demonstrate a level of proficiency in rules, scoring, terminology, individual skills, and team strategies through active participation in games or game-like situations. (See Participation Rubric)

## Recreational Activities/Rhythmic Activities/Movement Oriented Activities

Archery Badminton Bocce Bowling Croquet Inline Skating Pickleball Ping-Pong Soles Moving(Walking) Tennis Washers Ballroom Dance Line Dance Square Dance Tinikling Self-Defense

### High School Physical Education

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#### **Benchmarks (Understand)**

- Perform skills efficiently in a variety of leisure activities, sports, creative movement and work-related activities.
- Analyze various movement patterns for efficiency and effectiveness.
- Develop rules and safety procedures for physical activities.
- Select and apply offensive, defensive and cooperative strategies in selected activities, games and sports.

#### **Content (Know)**

- Identify rules, scoring and terminology used for the various recreational, rhythmic, and movement activities.
- Describe strategies employed to enhance team play.
- Practice and demonstrate skill techniques needed to actively participate.

#### **Assessment (Do)**

- Demonstrate a level of proficiency in rules, scoring, terminology, individual skills, and team strategies through active participation in games or game-like situations. (See Participation Rubric)

Team Building  
High School Physical Education

**STATE GOAL 21: Develop team-building skills by working with others through physical activity.**

**Why This Goal Is Important:** As members of teams, students need to fill the role of leader at times and participant at other times. Knowing how to follow procedures, accept leadership from others, participate actively and lead when appropriate will serve the student on and off the playing field. Students need to know the elements of teamwork (communication, decision making, cooperation, and leadership) and how to adjust individual needs to team needs. Students also need to be able to recognize each member's contributions, including their own.

**Benchmarks (Understand)**

- Demonstrate decision-making skills both independently and with others during physical activities.
- Apply identified procedures and safe practices to all group physical activity settings.
- Complete a given task on time.
- Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).

**Content (Know)**

- Understand concepts of trust and cooperation with others involved in completing group tasks.
- Know how to follow procedures, accept leadership from others, lead when appropriate, adjust individual needs, and participate actively in order to accomplish a group task.
- Recognize each member's contributions, including their own.

**Assessment (Do)**

- Demonstrate a level of proficiency in following procedures, accepting leadership from other, leading when appropriate, and participating actively in the team building activity. (See Participation Rubric)