

STUDENT LEARNING GOALS

- Demonstrate competency in skillful movement in modified, dynamic game situations, a variety of dance, and recreational activities
- Assume responsibility for individual learning
- Apply knowledge and abilities to improve performance in a selected game/sport, dance, or recreational pursuit
- Demonstrate mature responsibility, show respect for others, make appropriate choices, resist negative peer pressure, exhibit fair play
- Set goals, track progress, maintain physical activities
- Develop competency in lifetime sports activities

WEB LINKS: www.cdc.gov www.escambia.k12.fl.us/adminoff/PhysEd/well1.htm
www.momsguide.com www.primusweb.com/fitnesspartner

SKILLED MOVEMENT

- Use skill combinations competently in specialized versions of individual, dual, and team activities
- Demonstrate skill in recreational pursuits
- Demonstrate moving to a rhythm

PERSONAL FITNESS

- Self assess his/her level of physical activity and personal fitness on all components of health-related fitness, and develop a plan, including goals, strategies, and timeline for maintenance or improvement
- Investigate and self assess the relationship among body composition, nutrition, family history, and levels of physical activity, and develop a plan for maintenance or improvement
- Use a variety of resources, including available technology, to assess, monitor, and improve personal fitness

MOVEMENT PRINCIPLES AND CONCEPTS

- Adapt skill movements by modifying use of body, space, effort, and relationships to meet complex skill demands
- Apply biomechanical principles to understand and perform skillful movements
- Understand and use basic offensive and defensive tactics and strategies while playing specialized games/sports
- Analyze skill patterns of self and partner
- Analyze the skill demands in one physical activity, and apply principles of motor learning to improve performance

RESPONSIBLE BEHAVIORS

- Exhibit fair play, and act responsibly in physical activity settings
- Identify positive and negative effects of peer influence
- Exhibit respect for the unique characteristics and abilities of peers

PHYSICALLY ACTIVE LIFESTYLE

- Participate regularly in health-enhancing and personally rewarding physical activity during unscheduled times
- Analyze and evaluate personal behaviors that support or do not support a healthy lifestyle

GRADE EIGHT

Wellness is easier than you think:

- Washing and waxing a car for 45-60 minutes
 - Washing windows floors for 45-60 minutes
 - Playing volleyball for 45 minutes
 - Playing touch football for 30-45 minutes
 - Gardening for 30-45 minutes
 - Wheeling self in wheelchair for 30-40 minutes
 - Walking 1 3/4 miles in 35 minutes (20 min/mile)
 - Basketball (shooting baskets) for 30 minutes
 - Bicycling 5 miles in 30 minutes
 - Dancing fast (social) for 30 minutes
 - Pushing a stroller 1 1/2 miles in 30 minutes
 - Raking leaves for 30 minutes
 - Water aerobics for 30 minutes
 - Swimming laps for 20 minutes
 - Wheelchair basketball for 20 minutes
 - Basketball game for 15-20 minutes
 - Jumping rope for 15 minutes
 - Jogging 1 1/2 miles in 15 minutes (10 min/mile)
 - Shoveling snow for 15 minutes
 - Stair walking for 15 minutes
- Surgeon General's Report on Physical Activity and Health

Career Preparation

- Careers related to physical education include:
- | | |
|-----------------------------|---|
| Sports Management | Public health |
| Sport Facilities Management | Health teacher |
| Athletic Administration | Physical Education teacher |
| Exercise Physiology | Dance teacher |
| Athletic Care and Training | Professional Dancer |
| Recreation | HPE Administration |
| Sports Medicine | Sports and Mass Media, sports-caster, sportswriter, sports promoter, sports films |
| Physical Therapy | Sports Officiating |
| Coaching | |
| Professional Athlete | |

Enrichment Activities

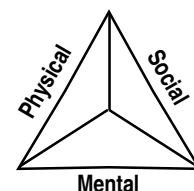
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|---|--|
| Tournament play | Conditioning clubs |
| Intramural activities | Interscholastic Sports - players, managers, trainers |
| Medford League play | Dance groups |
| Student-Faculty games | Step teams |
| Field Day | Cheerleading |
| Field Trips to bowling, golf, fitness centers, skating, sports parks. | |



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 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.

	Age	Abdominal Strength Curl-ups	Upper Body Strength Pull-ups or Flexed arm hang	Flexibility Sit & Reach or V Sit & Reach	Aerobic Capacity Mile
Girl's Wellness Zone	13	33-44	1-2 8-12	27 - 37 2.0 - 6.0	11:30-9:00
	14	34-45	1-2 8-12	30 - 39 3.0 - 7.0	11:00-8:30
	15	32-46	1-2 8-12	32 - 42 3.0 - 7.5	10:30-8:00
Boy's Wellness Zone	13	39- 51	1-4 12-17	23 - 32 .5 - 3.0	10:00-7:30
	14	41- 54	2-5 15-20	25 - 34 1.0 - 4.0	9:30-7:00
	15	41- 55	3-7 15-20	27 - 36 1.0 - 5.0	9:00-7:00

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.