

# **LIFETIME FITNESS - ESSENTIAL CURRICULUM**

## **NATIONAL STANDARDS FOR PHYSICAL EDUCATION**

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

A physically educated person:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education* (2<sup>nd</sup> ed.). Reston, VA: Author.

## **UNIT 1: LOOKING GOOD-FEELING GOOD**

Objectives - The students will:

- a. Define physical fitness.
- b. Identify benefits of exercise.
- c. Identify health risk factors.
- d. Define body image.
- e. Identify attitudes that teens may have toward physical activity.

## **UNIT 2: COMPONENTS OF FITNESS**

Objectives - The students will:

- a. Describe the difference between health-related and skill-related components of physical fitness.
- b. Identify, define, and measure the health-related components of physical fitness and describe other ways of measuring these components.
- c. Identify and measure health-related components of physical fitness.
- d. Identify and define the skill-related components of physical fitness.
- e. Explain why people need to be concerned about the health-related components of physical fitness if they want to be healthy and physically fit.

## **UNIT 3: GOAL SETTING FOR TEENAGERS**

Objectives - The students will:

- a. Explain the purpose of goal setting.
- b. Differentiate between short-term and long-term goals.
- c. Identify the steps to follow when setting goals.

## **UNIT 4: GUIDELINES for EXERCISE**

Objectives - The students will:

- a. Identify factors to consider before engaging in a physical fitness program.
- b. Identify precautions to be taken when exercising in extreme weather and/or challenging environmental conditions.
- c. Identify signs of heat illness caused by fluid loss.
- d. Describe the importance of a warm-up and cool-down period when participating in physical activity.

## **UNIT 5: PRINCIPLES OF TRAINING**

Objectives - The students will:

- a. Define the training principle of overload.
- b. Explain how overload is accomplished by varying frequency, intensity, and time.
- c. Define the training principle of progression and explain why one must progress slowly.
- d. Define the principle of specificity and explain why specific exercises must be performed to improve specific areas of the body.

## **UNIT 6: FLEXIBILITY**

Objectives - The students will:

- a. Identify health-related problems associated with inadequate flexibility.
- b. Describe how flexibility is improved through application of the training principles.
- c. Identify and demonstrate a variety of static and dynamic stretching activities which promote flexibility.
- d. Describe safety procedures which should be followed when engaging in flexibility exercises.
- e. Identify and describe methods of determining levels of flexibility.

## **UNIT 7: CARDIOVASCULAR FITNESS**

Objectives - The students will:

- a. Explain how the circulatory and respiratory systems are related to cardiovascular fitness.
- b. Determine the target heart rate zone.
- c. Identify health-related problems associated with inadequate cardiovascular fitness.
- d. Discuss the cardiovascular benefits of exercise.
- e. Describe how cardiovascular fitness is improved through the application of the training principles.
- f. Identify and describe methods of determining the level of cardiovascular fitness.
- g. Identify a variety of aerobic activities which promote cardiovascular fitness.
- h. Describe safety procedures which should be followed when engaging in cardiovascular fitness activities.

## **UNIT 8: MUSCULAR FITNESS**

Objectives - The students will:

- a. Identify benefits derived from participation in muscular fitness activities.
- b. Identify myths commonly held about weight training.
- c. Describe how muscular strength and muscular endurance are improved through application of the training principles.
- d. Identify and describe methods of determining levels of muscular strength and muscular endurance.
- e. Identify health related problems associated with inadequate muscular strength and muscular endurance.
- f. Identify a variety of activities which promote muscular strength and muscular endurance.
- g. Describe safety procedures which should be followed when engaging in muscular fitness activities.

## **UNIT 9: BODY COMPOSITION AND WEIGHT CONTROL**

Objectives - The students will:

- a. Describe the characteristics of the three classifications of body types and their relation to physical activity.
- b. Describe appropriate methods for assessing body composition.
- c. Differentiate between the terms weight loss, weight gain, and weight maintenance.
- d. Explain why permanent weight control is best achieved with a program of diet and exercise.
- e. Describe accepted nutritional guidelines and their relationship to physical activity.

## **UNIT 10: CONSUMER ISSUES**

Objectives - The students will:

- a. Recognize how facts, fads, quackery, and myths are related to physical fitness.
- b. Determine the validity of marketing claims promoting physical fitness products and services.
- c. Identify consumer issues related to product selection.
- d. Identify methods of countering false advertising.

## **UNIT 11: EVALUATION OF ACTIVITIES**

Objectives - The students will:

- a. Describe some of the most popular exercise programs.
- b. Explain why motor skills, personality, and attitudes should be considered before selecting physical activities for a personal fitness program.
- c. Explain why financial considerations, availability of facilities, and environmental factors should be considered before selecting activities for a personal fitness program.
- d. Describe the contributions of various exercise programs and sports activities to the health-related components of physical fitness.
- e. Describe the contributions of various exercise programs and sports activities to stress diversion.
- f. Explain why it is important to develop skills in lifetime sports.

## **UNIT 12: DESIGNING YOUR OWN PROGRAM**

Objectives - The student will:

- a. Identify the steps in designing a personal fitness program.
- b. Design a personal fitness program that will lead to or maintain an optimum level of flexibility.
- c. Design a personal fitness program that will lead to or maintain an optimum level of cardiovascular endurance.
- d. Design a personal fitness program that will lead to or maintain an optimum level of muscular strength and endurance.
- e. Design a personal fitness program that will lead to or maintain healthy body composition.
- f. Design a personal fitness program that will contribute to stress management.
- g. Identify motivational strategies that will help keep programs going.