

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 physical 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 and skill-related components of fitness, including endurance, strength, flexibility, cardiorespiratory fitness, body composition, balance, agility, spatial awareness, power, reaction time, coordination and speed. By learning and applying these concepts, students can develop lifelong understanding and good habits for overall health and fitness.

A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
20.A.1a Identify characteristics of health-related and skill-related fitness (e.g., flexibility, muscular strength, balance).	20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.	20.A.3a Identify the principles of training: frequency, intensity, time and type (FITT).	20.A.4a Interpret the effects of exercise/physical activity on the level of health-related and skill-related fitness.	20.A.5a Implement an individualized health-related fitness plan which includes the principles of training.
20.A.1b Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.	20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness.	20.A.3b Identify and participate in activities associated with the components of health-related and skill-related fitness.	20.A.4b Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and know the implications of and the benefits from participation in those programs.	20.A.5b Develop and implement various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics, implications and benefits of each.

B. Assess individual fitness levels.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
20.B.1a Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased rate of breathing).	20.B.2a Monitor individual heart rate before, during, and after physical activity, with and without the use of technology.	20.B.3a Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse, heart rate monitors), with and without the use of technology.	20.B.4a Record and interpret health-related physiological data (e.g., blood pressure, body mass index, oxygen exchange), with and without the use of technology.	20.B.5a Collect and interpret health-related fitness data over a period of time, with and without the use of technology.
	20.B.2b Match recognized assessments of health-related fitness (e.g., FitnessGram) to corresponding components of fitness.	20.B.3b Evaluate the strengths and weaknesses contained in a personal fitness profile.	20.B.4b Prepare an individual health-related fitness profile and evaluate fitness level on each component.	20.B.5b Evaluate the effects of fitness choices and heredity on wellness.
		20.B.3c Discuss and understand the importance of fitness as it relates to academic performance.	20.B.4c Understand and explain the importance of fitness as it relates to academic performance.	20.B.5c Analyze and explain the correlation between level of fitness and academic achievement.

C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
20.C.1a Identify a realistic health-related goal.	20.C.2a Set a personal health-related fitness goal.	20.C.3a Set realistic short-term and long-term goals for a health-related fitness component.	20.C.4a Set realistic, short-term, health-related fitness goals based on individual profiles.	20.C.5a Set realistic, long-term, health-related fitness goals based on individual profiles.
	20.C.2b Demonstrate the relationship between movement and health-related and skill-related fitness components (e.g., running/cardiorespiratory, tug-of-war/strength).	20.C.3b Identify opportunities within the community for regular participation in physical activities.	20.C.4b Analyze personal fitness data and academic performance and describe the correlation between the two.	20.C.5b Understand how aging, illness, and injury affect physical activity.
		20.C.3c Apply the principles of training to the health-related fitness goals.	20.C.4c Evaluate physical fitness services, products, and advertising.	20.C.5c Use profile data to monitor an individual wellness/fitness plan.
			20.C.4d Design and implement a personal fitness program.	