

Course: 1501000 M/J Physical Fitness

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BASIC INFORMATION

Course Number:	1501000
Course Title:	M/J Physical Fitness
Course Abbreviated Title:	M/J PHYS FIT
Course Path:	Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Physical Education » SubSubject: General »
Course Length:	Year
Status:	State Board Approved

STANDARDS (70)

<u>LA.6.1.6.1:</u>	The student will use new vocabulary that is introduced and taught directly;
<u>MA.8.S.3.2:</u>	Determine and describe how changes in data values impact measures of central tendency.
<u>PE.6.C.1.1:</u>	Identify at least two movements or activities which lead to improvement in each of the health-related components of fitness.
<u>PE.6.C.1.2:</u>	List safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.

<u>PE.6.C.1.3:</u>	List the three different types of heat illnesses associated with fluid loss.
<u>PE.6.C.1.4:</u>	Describe how each of the health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) are improved through the application of training principles.
<u>PE.6.C.1.5:</u>	Describe the long-term benefits of regular physical activity.
<u>PE.6.C.1.6:</u>	Describe the training principles of overload, progression, and specificity.
<u>PE.6.C.1.7:</u>	Classify activities as aerobic or anaerobic.
<u>PE.6.C.1.8:</u>	Prepare a log noting the food intake, calories consumed, and energy expended through physical activity and describe results.
<u>PE.6.C.1.9:</u>	List the components of skill-related fitness.
<u>PE.6.C.1.10:</u>	Determine personal target heart rate zone and explain how to adjust intensity level to stay within the desired range.
<u>PE.6.C.1.11:</u>	List methods of monitoring intensity level during aerobic activity.
<u>PE.6.C.1.12:</u>	Explain the effects of physical activity on heart rate during exercise, recovery phase, and while the body is at rest.

<u>PE.6.C.1.13:</u>	Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs.
<u>PE.6.C.1.20:</u>	List appropriate warm-up and cool-down techniques and the reasons for using them.
<u>PE.6.C.1.21:</u>	Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions.
<u>PE.6.L.1.1:</u>	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
<u>PE.6.L.1.2:</u>	Participate in a variety of fitness, wellness, gymnastics, and dance activities that promote the components of health-related fitness.
<u>PE.6.L.1.3:</u>	Identify the in-school and community opportunities that promote fitness, wellness, gymnastics, and dance.
<u>PE.6.L.1.4:</u>	Participate in a variety of fitness, wellness, gymnastics, and dance activities that promote the management of stress.
<u>PE.6.L.2.1:</u>	Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by creating, implementing, and assessing a personal fitness program in collaboration with a teacher.
<u>PE.6.L.2.2:</u>	Demonstrate program planning skills by setting goals and devising strategies for a personal physical fitness program.

<u>PE.6.L.2.3:</u>	Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.
<u>PE.6.L.2.4:</u>	Select a variety of physical activities when developing a personal fitness program.
<u>PE.6.L.2.5:</u>	Recognize health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.
<u>PE.6.M.1.1:</u>	Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility, and proper body composition.
<u>PE.6.M.1.2:</u>	Perform at least three different activities that achieve target heart rate.
<u>PE.6.M.1.3:</u>	Demonstrate the principles of training (overload, specificity, progression) and conditioning (frequency, intensity, time, and type) for specific physical activities.
<u>PE.6.M.1.4:</u>	Perform at least three activities having value for cardiorespiratory fitness.
<u>PE.6.M.1.5:</u>	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
<u>PE.6.M.1.11:</u>	Apply proper warm-up and cool-down techniques.
<u>PE.6.M.1.12:</u>	Use proper safety practices.

<u>PE.6.R.1.1:</u>	Recognize that peer pressure can be positive and negative.
<u>PE.6.R.1.2:</u>	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.
<u>PE.6.R.1.3:</u>	Demonstrate responsible behaviors during physical activities.
<u>PE.6.R.1.4:</u>	Recognize the personal, social, and ethical behaviors that apply to specific physical activities.
<u>PE.6.R.1.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
<u>PE.6.R.2.1:</u>	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<u>PE.6.R.2.2:</u>	Recognize the potential benefits of participation in a variety of physical activities.
<u>PE.7.L.1.1:</u>	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
<u>PE.7.L.1.3:</u>	Identify the in-school and community opportunities for participation in team sports, outdoor pursuits, and aquatics.

<u>PE.7.L.2.1:</u>	Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by creating, implementing, and assessing a personal fitness program in collaboration with a teacher.
<u>PE.7.L.2.2:</u>	Demonstrate program planning skills by setting goals and devising strategies for a personal physical fitness program.
<u>PE.7.L.2.3:</u>	Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.
<u>PE.7.L.2.4:</u>	Select a variety of physical activities when developing a personal fitness program.
<u>PE.7.L.2.5:</u>	Recognize health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
<u>PE.7.R.1.1:</u>	Identify situations in which peer pressure could negatively impact one's own behavior choices.
<u>PE.7.R.1.2:</u>	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.
<u>PE.7.R.1.3:</u>	Demonstrate responsible behaviors during physical activities.
<u>PE.7.R.1.4:</u>	Give examples of appropriate personal, social, and ethical behaviors that apply to specific physical activities.

<u>PE.7.R.1.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
<u>PE.7.R.2.1:</u>	Select an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<u>PE.7.R.2.2:</u>	Identify the potential benefits of participation in a variety of physical activities.
<u>PE.8.L.1.1:</u>	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
<u>PE.8.L.1.3:</u>	Identify the in-school and community opportunities for participation in individual/dual and alternative/extreme sports.
<u>PE.8.L.2.1:</u>	Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by creating, implementing, and assessing a personal fitness program in collaboration with a teacher.
<u>PE.8.L.2.2:</u>	Demonstrate program planning skills by setting goals and devising strategies for a personal physical fitness program.
<u>PE.8.L.2.3:</u>	Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.
<u>PE.8.L.2.4:</u>	Select a variety of physical activities when developing a personal fitness program.

<u>PE.8.L.2.5:</u>	Describe health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
<u>PE.8.L.2.6:</u>	Discuss training principles appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
<u>PE.8.M.1.7:</u>	Apply skill-related components of balance, reaction time, agility, coordination, power, and speed to enhance performance levels.
<u>PE.8.R.1.1:</u>	Act independently of peer pressure both in and out of school.
<u>PE.8.R.1.2:</u>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
<u>PE.8.R.1.3:</u>	Demonstrate responsible behaviors during physical activities.
<u>PE.8.R.1.4:</u>	Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
<u>PE.8.R.1.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.

<u>PE.8.R.2.1:</u>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<u>PE.8.R.2.2:</u>	Describe the potential benefits of participation in a variety of physical activities.

RELATED CERTIFICATIONS (3)

Option 1:	PHYSICAL EDUCATION (GRADES K - 12)
Option 2:	PHYSICAL EDUCATION (GRADES 6 - 12)
Option 3:	PHYSICAL EDUCATION (GRADES K - 8)

RELATED GLOSSARY TERM DEFINITIONS (24)

Central tendency:	A measure used to describe data (e.g., mean, mode, median).
Mean:	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, “mean” commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Median:	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.

Mode:	The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
agility:	A skill-related component of fitness. The body's ability to change directions quickly while maintaining control.
balance:	A skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.
body composition:	A health-related component of fitness. The ratio of fat mass to lean mass in the body.
cardiorespiratory endurance:	A health-related component of fitness. Of or relating to both the heart and the lungs and their functions as it relates to the delivery of oxygen throughout the body.
coordination:	A skill-related component of fitness. The ability to control body parts while performing movement skills smoothly and accurately.
etiquette:	The forms and practices prescribed by social convention or by authority.
flexibility:	A health-related component of fitness. The range of motion available at a given joint of the body.
health-related fitness:	Physical fitness primarily associated with disease prevention and functional health throughout life. Health-related fitness consists of five components: cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.
muscular endurance:	A health-related component of fitness. The ability of the muscles to perform without fatigue over an extended period of time.
muscular strength:	A health-related component of fitness. The maximum force exerted when contracting muscles a single time.

MVPA :	Moderate to vigorous physical activity. It is sustained, repetitive, large-muscle activities (e.g., speed walking, running, cycling) performed at least at a medium level of intensity.
overload:	A training principle. The body must be worked harder than normal in order to improve the fitness level.
physical activity:	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.
power:	A skill-related component of fitness. The ability to move body parts swiftly while applying maximum force to the muscles.
progression:	A training principle. Starting an exercise program slowly and gradually increasing the intensity and duration in order to safely experience improvement.
reaction time:	A skill-related component of fitness. The ability to react or respond quickly to what you hear, see, or feel.
specificity:	A training principle. Improvements in personal fitness will occur in the particular muscles that you overload during physical activity or exercise.
speed:	Amount of distance traveled divided by time taken to travel; the time-rate at which any physical process takes place.
strategies:	Competitive decisions by individuals and/or a team about the overall play of the game in order to gain advantage over the opponent; an overall plan of attack.

technology:

Human innovation in action that involves the generation of knowledge and processes to develop systems that solve problems and extend human capabilities (e.g., stop watches, pedometers, heart rate monitors, computers, digital cameras).



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