

## PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM PROJECT

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

**Standard A:** Know and apply the principles and components of health-related fitness.

### CATHOLIC IDENTITY

**Standard A:** Apply the principles of health-related fitness to maintain the body as God intended.

*As a result of their schooling students will be able to...*

<b>EARLY ELEMENTARY (PREK-2)</b>	<b>LATE ELEMENTARY (3-5)</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL (6-8)</b>
<p><b>20.A.1a</b> Identify characteristics of health-related fitness (e.g., flexibility, muscular strength).</p> <p><b>20.A.1b</b> Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.</p> <ol style="list-style-type: none"> <li>1. Demonstrate static balances for flexibility used in jogging, dance and aerobics.</li> <li>2. Jump rope for endurance.</li> <li>3. Discuss changes that take place in their body after physical activity.</li> <li>4. Participate in tag games, creative movement, basic tumbling, and relay races.</li> <li>5. <u>Know that God created us in His own image.</u></li> </ol>	<p><b>20.A.2a</b> Describe the benefits of maintaining a health-enhancing level of fitness.</p> <p><b>20.A.2b</b> Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.</p> <ol style="list-style-type: none"> <li>1. Identify health benefits resulting from participation in health related activities (e.g., aerobic endurance, flexibility, fitness stations).</li> <li>2. Identify and use activities appropriate for warm-up and cool-down.</li> <li>3. Monitor individual heart rate before, during and after physical activity.</li> <li>4. Define the effects of selected components of health-related fitness on current and future health.</li> <li>5. <u>Explain why God expects us to do our best to stay healthy.</u></li> </ol>	<p><b>20.A.3a</b> Identify the principles of training: frequency, intensity, time and type (FITT).</p> <p><b>20.A.3b</b> Identify and participate in activities associated with the components of health-related fitness.</p> <ol style="list-style-type: none"> <li>1. Learn about, identify benefits of and perform activities that will benefit cardiovascular fitness, flexibility, muscular strength and muscular endurance for lifetime fitness.</li> <li>2. Describe principles of continual 30-minute aerobic exercise for fat burning fitness.</li> <li>3. Practice and time endurance activities.</li> <li>4. <u>Explain why God expects us to maintain health related fitness.</u></li> </ol>

**Why Goal 20 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, cardio-respiratory fitness and body composition. By learning and applying these concepts, students can develop lifelong understanding and good habits for overall health and fitness.

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**GOAL 20:** Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.  
**Standard B:** Assess individual fitness levels.

### CATHOLIC IDENTITY

**Standard B:** Assess fitness levels in an effort to maintain the healthy body, mind and spirit God gave us.

*As a result of their schooling students will be able to...*

<b>EARLY ELEMENTARY (PREK-2)</b>	<b>LATE ELEMENTARY (3-5)</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL (6-8)</b>
<p><b>20.B.1</b> Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased pulse rate, increased breathing rate).</p> <ol style="list-style-type: none"> <li>1. Recall immediate effects of exercise on the body.</li> <li>2. Recognize difference between heart rate at rest and during activity.</li> <li>3. <u>Identify and use gifts and talents to become strong healthy children of God.</u></li> </ol>	<p><b>20.B.2a</b> Monitor individual heart rate before, during and after physical activity, with and without the use of technology.</p> <p><b>20.B.2b</b> Match recognized assessments of health-related fitness (e.g., AAHPERED, AAU) to corresponding components of fitness.</p> <ol style="list-style-type: none"> <li>1. Monitor heart rate before during and after physical activity.</li> <li>2. Demonstrate the importance of warm-up and cool down activities.</li> <li>3. Identify the health-related fitness components in various activities.</li> <li>4. <u>Accept differences as a celebration of our diversity and unity as members of the Body of Christ.</u></li> </ol>	<p><b>20.B.3a</b> Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse monitors, target heart rate), with and without the use of technology.</p> <p><b>20.B.3b</b> Evaluate the strengths and weaknesses of a personal fitness profile.</p> <ol style="list-style-type: none"> <li>1. Define and evaluate: target heart rate zone, maximum heart rate, resting heart rate, recovering heart rate and rate of perceived exertion.</li> <li>2. Perform fitness testing and discuss results (e.g., AAHPERD, Presidential).</li> <li>3. Discuss methods of improving areas that they did not perform well in, using the FITT formula.</li> <li>4. <u>Understand that God wants each of His children to reach their potential and to use their talents to help others.</u></li> </ol>

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**GOAL 20:** Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.  
**Standard C:** Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

### CATHOLIC IDENTITY

**Standard C:** Set goals to maintain an active lifestyle that respects and protects our gift of life.

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<b>EARLY ELEMENTARY (PREK-2)</b>	<b>LATE ELEMENTARY (3-5)</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL (6-8)</b>
<p><b>20.C.1</b> Identify a realistic health-related goal.</p> <ol style="list-style-type: none"> <li>1. Discuss realistic health-related fitness goals.</li> <li>2. Participate in activities that that can develop health-related fitness goals.</li> <li>3. Perform activities that add repetitions and change intensity to improve performance.</li> <li>4. <u>Recognize that our body is a gift from God.</u></li> </ol>	<p><b>20.C.2a</b> Set a personal health-related fitness goal.</p> <p><b>20.C.2b</b> Demonstrate the relationship between movement and health-related fitness components (e.g., running/cardio-respiratory, tug-of-war/strength).</p> <ol style="list-style-type: none"> <li>1. Explain the relationship between various movements and health-related fitness components (e.g., running/cardiovascular).</li> <li>2. Interpret their personal fitness results and discuss goals for future and how to achieve goals.</li> <li>3. <u>Understand that our body is a gift from God.</u></li> </ol>	<p><b>20.C.3a</b> Set realistic short-term and long-term goals for a health-related fitness component.</p> <p><b>20.C.3b</b> Identify opportunities within the community for regular participation in physical activities.</p> <p><b>20.C.3c</b> Apply the principles of training to the health-related fitness goals.</p> <ol style="list-style-type: none"> <li>1. Develop a fitness program from the results of yearly fitness testing. Set goals. Fitness program should include activities outside of school.</li> <li>2. Monitor progress in reaching goals.</li> <li>3. <u>Demonstrate respect for their body as a gift from God.</u></li> </ol>

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