

WELLNESS & FITNESS

LENGTH OF TIME: one year, all three school years

GRADE LEVEL: 6-8

DESCRIPTION OF COURSE:

Students will participate in a variety of individual, team, and lifelong activities rotating on a three-year cycle. Students will become knowledgeable of the behaviors for a healthy lifestyle as well as those that put them at risk.

COURSE STANDARDS:

1. Be able to use the skills necessary to perform a variety of physical/lifelong activities. (NPES 1-5; PA Std 10.1.9 a; 10.4.9 a, c, e; 10.5.9 a, b, c, e)
2. To know rules, strategies, and appropriate behaviors for physical/lifelong activities. (NPES 2, 4, 5; PA Std 10.4.9 f; 10.5.9 c, f)
3. Demonstrate cardiovascular fitness, flexibility, and physical strength improvement throughout the year. (NPES 2, 3, 5 PA Std 10.1.9 b; 10.4.9 a, b, c; 10.5.9 a, d, e)
4. Identify the connection between behavior and wellness. (NPES 3, 5; PA Std 10.1.9 c, e; 10.4.9 a, b, c, e, f)
5. Demonstrate the ability to work cooperatively in group activities. (NPES 4, 5; PA Std 10.1.9 a; 10.4.9 d, f)
6. Initiate personal responsibility for one's physical fitness levels. (NPES 2, 3, 5; PA Std 10.1.9 a, b, c, d, e; 10.4.9 a, b, c, d, e; 10.5.9 c)

NATIONAL PHYSICAL EDUCATION STANDARDS:

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

PENNSYLVANIA STANDARDS FOR HEALTH, SAFETY AND PHYSICAL EDUCATION:

Standard Area - 10.1: Concepts of Health

Standard - 10.1.9.A: Analyze factors that impact growth and development between adolescence and adulthood.

- relationships (e.g., dating, friendships, peer pressure)
- interpersonal communication
- risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)
- abstinence
- STD and HIV prevention
- community

Standard - 10.1.9.B: Analyze the interdependence existing among the body systems.

Standard - 10.1.9.C: Analyze factors that impact nutritional choices of adolescents.

- body image
- advertising
- dietary guidelines
- eating disorders
- peer influence
- athletic goals

Standard - 10.1.9.D: Analyze prevention and intervention strategies in relation to adolescent and adult drug use.

- decision-making/refusal skills
- situation avoidance
- goal setting
- professional assistance (e.g., medical, counseling, support groups)
- parent involvement

Standard - 10.1.9.E: Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

Standard Area-10.4. Physical Activity

Standard -10.4.9. A: Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

Standard- 10.4.9.B: Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.

- stress management

- disease prevention
- weight management

Standard -10.4.9.C: Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.

- exercise (e.g., climate, altitude, location, temperature)
- healthy fitness zone
- individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)
 - drug/substance use/abuse

Standard- 10.4.9. D: Analyze factors that affect physical activity preferences of adolescents.

- skill competence
- social benefits
- previous experience
- activity confidence

Standard- 10.4.9.E: Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.

- personal choice
- developmental differences
- amount of physical activity
- authentic practice

Standard -10.4.9. F: Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

- group dynamics
- social pressure

Standard Area- 10.5. Concepts, Principles and Strategies of Movement

Standard-10.5.9. A: Describe and apply the components of skill-related fitness to movement performance.

- Agility
- Balance
- Coordination
- Power
- Reaction time
- Speed

Standard- 10.5.9.B: Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.

- Response selection
- Stages of learning a motor skill
- Types of skills

Standard- 10.5.9. C: Identify and apply practice strategies for skill improvement.

Standard- 10.5.9. D: Identify and describe the principles of training using appropriate vocabulary.

- Specificity
- Overload
- Progression

- Aerobic/anaerobic
- Circuit/interval
- Repetition/set

Standard- 10.5.9.E: Analyze and apply scientific and biomechanical principles to complex movements.

- Centripetal/centrifugal force
- Linear motion
- Rotary motion
- Friction/resistance
- Equilibrium
- Number of moving segments

Standard- 10.5.9.F: Describe and apply game strategies to complex games and physical activities.

- Offensive strategies
- Defensive strategies
- Time management

PERFORMANCE ASSESSMENTS:

Students will show evidence of achieving the standards by:

1. Demonstrating proficient skill level in all units. (Course Standard 1)
2. Demonstrating proficient knowledge of rules and strategies of activities and display appropriate behavior. (Course Standard 2)
3. Demonstrating improvement in the Fitnessgram Physical Fitness Testing (Course Standard 3)
4. Applying behaviors that promote wellness. (Course standard 4)
5. Demonstrating sportsmanship and appropriate interpersonal skills with peers. (Course standard 5)
6. Demonstrating the ability to self-start and manage one's own physical fitness. (Course standard 6)

PHYSICAL FITNESS TESTING- Fitnessgram

| FITNESSGRAM® Standards for Healthy Fitness Zone® | | | | | | | | | | | |
|---|--|---------------------|-----------------------------|----------------------------------|---------------------------|------------------------------------|---|-----------------|-----------|------|----------------|
| BOYS | | | | | | | | | | | |
| Age | Aerobic capacity VO ₂ max (ml/kg/min) PACER, one-mile run, and walk test | | | Percent body fat | | | | Body mass index | | | |
| | NI-Health Risk | NI | HFZ | Very Lean | HFZ | NI | NI-Health Risk | Very Lean | HFZ | NI | NI-Health Risk |
| 5 | Completion of test. Lap count or time standards not recommended. | | | ≤8.8 | 8.9-18.8 | 18.9 | ≥27.0 | ≤13.8 | 13.9-16.8 | 16.9 | ≥18.1 |
| 6 | | | | ≤8.4 | 8.5-18.8 | 18.9 | ≥27.0 | ≤13.7 | 13.8-17.1 | 17.2 | ≥18.8 |
| 7 | | | | ≤8.2 | 8.3-18.8 | 18.9 | ≥27.0 | ≤13.7 | 13.8-17.6 | 17.7 | ≥19.6 |
| 8 | | | | ≤8.3 | 8.4-18.8 | 18.9 | ≥27.0 | ≤13.9 | 14.0-18.2 | 18.3 | ≥20.6 |
| 9 | | | | ≤8.6 | 8.7-20.6 | 20.7 | ≥30.1 | ≤14.1 | 14.2-18.9 | 19.0 | ≥21.6 |
| 10 | ≤37.3 | 37.4-40.1 | ≥40.2 | ≤8.8 | 8.9-22.4 | 22.5 | ≥33.2 | ≤14.4 | 14.5-19.7 | 19.8 | ≥22.7 |
| 11 | ≤37.3 | 37.4-40.1 | ≥40.2 | ≤8.7 | 8.8-23.6 | 23.7 | ≥35.4 | ≤14.8 | 14.9-20.5 | 20.6 | ≥23.7 |
| 12 | ≤37.6 | 37.7-40.2 | ≥40.3 | ≤8.3 | 8.4-23.6 | 23.7 | ≥35.9 | ≤15.2 | 15.3-21.3 | 21.4 | ≥24.7 |
| 13 | ≤38.6 | 38.7-41.0 | ≥41.1 | ≤7.7 | 7.8-22.8 | 22.9 | ≥35.0 | ≤15.7 | 15.8-22.2 | 22.3 | ≥25.6 |
| 14 | ≤39.6 | 39.7-42.4 | ≥42.5 | ≤7.0 | 7.1-21.3 | 21.4 | ≥33.2 | ≤16.3 | 16.4-23.0 | 23.1 | ≥26.5 |
| 15 | ≤40.6 | 40.7-43.5 | ≥43.6 | ≤6.5 | 6.6-20.1 | 20.2 | ≥31.5 | ≤16.8 | 16.9-23.7 | 23.8 | ≥27.2 |
| 16 | ≤41.0 | 41.1-44.0 | ≥44.1 | ≤6.4 | 6.5-20.1 | 20.2 | ≥31.6 | ≤17.4 | 17.5-24.5 | 24.6 | ≥27.9 |
| 17 | ≤41.2 | 41.3-44.1 | ≥44.2 | ≤6.6 | 6.7-20.9 | 21.0 | ≥33.0 | ≤18.0 | 18.1-24.9 | 25.0 | ≥28.6 |
| >17 | ≤41.2 | 41.3-44.2 | ≥44.3 | ≤6.9 | 7.0-22.2 | 22.3 | ≥35.1 | ≤18.5 | 18.6-24.9 | 25.0 | ≥29.3 |
| Age | Curl-up (no. completed) | Trunk lift (inches) | 90° push-up (no. completed) | Modified pull-up (no. completed) | Flexed arm hang (seconds) | Back-saver sit and reach* (inches) | Shoulder stretch | | | | |
| 5 | ≥2 | 6-12 | ≥3 | ≥2 | ≥2 | 8 | Healthy Fitness Zone = touching fingertips together behind the back on both the right and left sides. | | | | |
| 6 | ≥2 | 6-12 | ≥3 | ≥2 | ≥2 | 8 | | | | | |
| 7 | ≥4 | 6-12 | ≥4 | ≥3 | ≥3 | 8 | | | | | |
| 8 | ≥6 | 6-12 | ≥5 | ≥4 | ≥3 | 8 | | | | | |
| 9 | ≥9 | 6-12 | ≥6 | ≥5 | ≥4 | 8 | | | | | |
| 10 | ≥12 | 9-12 | ≥7 | ≥5 | ≥4 | 8 | | | | | |
| 11 | ≥15 | 9-12 | ≥8 | ≥6 | ≥6 | 8 | | | | | |
| 12 | ≥18 | 9-12 | ≥10 | ≥7 | ≥10 | 8 | | | | | |
| 13 | ≥21 | 9-12 | ≥12 | ≥8 | ≥12 | 8 | | | | | |
| 14 | ≥24 | 9-12 | ≥14 | ≥9 | ≥15 | 8 | | | | | |
| 15 | ≥24 | 9-12 | ≥16 | ≥10 | ≥15 | 8 | | | | | |
| 16 | ≥24 | 9-12 | ≥18 | ≥12 | ≥15 | 8 | | | | | |
| 17 | ≥24 | 9-12 | ≥18 | ≥14 | ≥15 | 8 | | | | | |
| >17 | ≥24 | 9-12 | ≥18 | ≥14 | ≥15 | 8 | | | | | |

*Test scored Yes/No: must reach this distance on each side to achieve the HFZ.
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FITNESSGRAM® Standards for Healthy Fitness Zone®

| GIRLS | | | | | | | | | | | |
|-------|--|-----------|-------|------------------|-----------|------|-------------------|-----------------|-----------|------|-----------------|
| Age | Aerobic capacity VO ₂ max (ml/kg/min) PACER, one-mile run, and walk test | | | Percent body fat | | | | Body mass index | | | |
| | NI-Health Risk | NI | HFZ | Very Lean | HFZ | NI | NI-Health Risk | Very Lean | HFZ | NI | NI-High Risk |
| | | | | | | | | | | | |
| 5 | Completion of test. Lap count or time standards not recommended. | | | ≤9.7 | 9.8-20.8 | 20.9 | ≥28.4 | ≤13.5 | 13.6-16.8 | 16.9 | ≥18.5 |
| 6 | | | | ≤9.8 | 9.9-20.8 | 20.9 | ≥28.4 | ≤13.4 | 13.5-17.2 | 17.3 | ≥19.2 |
| 7 | | | | ≤10.0 | 10.1-20.8 | 20.9 | ≥28.4 | ≤13.5 | 13.6-17.9 | 18.0 | ≥20.2 |
| 8 | | | | ≤10.4 | 10.5-20.8 | 20.9 | ≥28.4 | ≤13.6 | 13.7-18.6 | 18.7 | ≥21.2 |
| 9 | | | | ≤10.9 | 11.0-22.6 | 22.7 | ≥30.8 | ≤13.9 | 14.0-19.4 | 19.5 | ≥22.4 |
| 10 | ≤37.3 | 37.4-40.1 | ≥40.2 | ≤11.5 | 11.6-24.3 | 24.4 | ≥33.0 | ≤14.2 | 14.3-20.3 | 20.4 | ≥23.6 |
| 11 | ≤37.3 | 37.4-40.1 | ≥40.2 | ≤12.1 | 12.2-25.7 | 25.8 | ≥34.5 | ≤14.6 | 14.7-21.2 | 21.3 | ≥24.7 |
| 12 | ≤37.0 | 37.1-40.0 | ≥40.1 | ≤12.6 | 12.7-26.7 | 26.8 | ≥35.5 | ≤15.1 | 15.2-22.1 | 22.2 | ≥25.8 |
| 13 | ≤36.6 | 36.7-39.6 | ≥39.7 | ≤13.3 | 13.4-27.7 | 27.8 | ≥36.3 | ≤15.6 | 15.7-22.9 | 23.0 | ≥26.8 |
| 14 | ≤36.3 | 36.4-39.3 | ≥39.4 | ≤13.9 | 14.0-28.5 | 28.6 | ≥36.8 | ≤16.1 | 16.2-23.6 | 23.7 | ≥27.7 |
| 15 | ≤36.0 | 36.1-39.0 | ≥39.1 | ≤14.5 | 14.6-29.1 | 29.2 | ≥37.1 | ≤16.6 | 16.7-24.3 | 24.4 | ≥28.5 |
| 16 | ≤35.8 | 35.9-38.8 | ≥38.9 | ≤15.2 | 15.3-29.7 | 29.8 | ≥37.4 | ≤17.0 | 17.1-24.8 | 24.9 | ≥29.3 |
| 17 | ≤35.7 | 35.8-38.7 | ≥38.8 | ≤15.8 | 15.9-30.4 | 30.5 | ≥37.9 | ≤17.4 | 17.5-24.9 | 25.0 | ≥30.0 |
| >17 | ≤35.3 | 35.4-38.5 | ≥38.6 | ≤16.4 | 16.5-31.3 | 31.4 | ≥38.6 | ≤17.7 | 17.8-24.9 | 25.0 | ≥30.0 |

| Age | Curl-up (no. completed) | Trunk lift (inches) | 90° push-up (no. completed) | Modified pull-up (no. completed) | Flexed arm hang (seconds) | Back-saver sit and reach** (inches) | Shoulder stretch |
|-----|----------------------------|------------------------|--------------------------------|-------------------------------------|---------------------------------|---|--|
| 5 | ≥2 | 6-12 | ≥3 | ≥2 | ≥2 | 9 | Healthy Fitness Zone = touching fingertips together behind the back on both the right and left sides. |
| 6 | ≥2 | 6-12 | ≥3 | ≥2 | ≥2 | 9 | |
| 7 | ≥4 | 6-12 | ≥4 | ≥3 | ≥3 | 9 | |
| 8 | ≥6 | 6-12 | ≥5 | ≥4 | ≥3 | 9 | |
| 9 | ≥9 | 6-12 | ≥6 | ≥4 | ≥4 | 9 | |
| 10 | ≥12 | 9-12 | ≥7 | ≥4 | ≥4 | 9 | |
| 11 | ≥15 | 9-12 | ≥7 | ≥4 | ≥6 | 10 | |
| 12 | ≥18 | 9-12 | ≥7 | ≥4 | ≥7 | 10 | |
| 13 | ≥18 | 9-12 | ≥7 | ≥4 | ≥8 | 10 | |
| 14 | ≥18 | 9-12 | ≥7 | ≥4 | ≥8 | 10 | |
| 15 | ≥18 | 9-12 | ≥7 | ≥4 | ≥8 | 12 | |
| 16 | ≥18 | 9-12 | ≥7 | ≥4 | ≥8 | 12 | |
| 17 | ≥18 | 9-12 | ≥7 | ≥4 | ≥8 | 12 | |
| >17 | ≥18 | 9-12 | ≥7 | ≥4 | ≥8 | 12 | |

*Test scored Yes/No; must reach this distance on each side to achieve the HFZ.
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TITLES OF UNITS:

| Year 1 | Year 2 | Year 3 |
|----------------------|----------------------|----------------------|
| Team building | Team Building | Team Building |
| Fitness Testing | Fitness Testing | Fitness Testing |
| Soccer | Football | Hockey |
| Paddle Sports | Team Handball | Backyard Games |
| Volleyball | Volleyball | Volleyball |
| Gym games | Gym Games | Gym Games |
| Fitness Conditioning | Fitness Conditioning | Fitness Conditioning |
| Golf | Batting Sports | Track and Field |

Units will rotate on a three-year rotation basis.

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Demonstration
2. Handouts/worksheets
3. Explanation

4. Calculators
5. Cooperative groups
6. Rules
7. Active participation
8. Written tests /quizzes
9. Conditioning
10. Cooperative learning groups
11. Visual presentations
12. Self-check activities

MATERIALS:

1. Appropriate equipment for each unit.
2. Magazines and books
3. professional journals
4. Internet resources
5. Computer lab

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Gym make-ups - resource period
2. Teacher
3. Peer-teaching, tutoring, assessment
4. Self-reflection on conditioning worksheets
5. Cooperative learning groups
6. Special assistance - SST, resource period, librarian, computer lab
7. Guest speakers

PORTFOLIO DEVELOPMENT:

1. Conditioning worksheets/handouts
2. Tests
3. Various class notes
4. Fitness testing results- Fitnessgram summary

METHODS OF EVALUATION:

1. Skill demonstration
2. Daily participation - dressed, sportsmanship, teamwork, attitude
3. Tests/quizzes
4. Self-evaluations
5. Oral presentations
6. Visual presentations

INTEGRATED ACTIVITIES:

1. Concepts
 - understand rules, teamwork, strategies, scoring, and techniques
 - demonstrate knowledge of basic concepts and principles
 - understand the importance and value of quality

- understand the links between lifestyle and genetics and wellness
 - examine the consequences (positive and negative) of decision making
 - develop an understanding of current health-related issues in the world
2. Communication
 - respond orally and in writing
 - listening and understanding
 - produce, perform, and exhibit work
 - exchange information orally
 - read and use a variety of sources of information
 3. Thinking/Problem Solving
 - analyze - techniques
 - observe
 - evaluate
 - show relationships
 - make decisions
 - apply concepts
 - make predictions
 4. Application of Knowledge
 - demonstrate connections, relationships
 - examine and evaluate life situations
 - exhibit skills and understanding
 5. Interpersonal Skills
 - demonstrate skills (speaking and listening)
 - work cooperatively
 - communicate effectively
 - work effectively with others

revised 8/4/20