



# I CAN STATEMENTS

## Fitness for Life

**Unit 1 – Competency in motor skills and movement patterns needed to perform a variety of physical activities.**

### **I Cans:**

- ❖ Demonstrate an understanding of the fitness outcomes in a variety of activities.
  - Demonstrate basic competence in a variety of activities that contribute to improvement of overall fitness.
  - Analyze daily activities such as walking, climbing, lifting, and various household chores for their ability to provide fitness benefits.
  - Modify sports and activities to include an aerobic benefit.
  - Use FITT (frequency, intensity, time, type) guidelines to evaluate activities.
- ❖ Demonstrate active participation outside of the school day.
  - Participate in recreational activities offered through community agencies.
  - Participate in activities developing fitness outside of the school day.
  - Maintain activity journals illustrating activity participation outside of school hours.

**Unit 2 –Understanding of movement, fitness and nutrition concepts, principles, and strategies as they apply to the learning and performance of fitness activities.**

### **I Cans:**

- ❖ Recognize the relationship between physical activity and personal health.
  - Recognize that health-related fitness is a lifelong process unique to each individual.
  - Identify genetic influences on body type, sedentary lifestyle diseases, muscle types, and rates of weight gain and loss.
  - Describe how physical activity affects body mass composition, including muscle and fat percentages and bone density.
  - Describe the mental, social, and psychological benefits of physical activity.
  - Describe how exercise increases longevity and quality of life through the reduction of stress.
- ❖ Explain the elements of physical fitness, e.g., flexibility, cardiovascular endurance, and body composition).
  - Review the elements of physical fitness.
  - Define maximum volume of oxygen uptake (VO<sub>2</sub> Max), respiratory rate, cardiac output, stroke volume, and heart rate, all concepts of cardiovascular endurance.
  - Explore concepts related to flexibility, e.g., genetics, static vs. ballistic stretching, and joint variations.
  - Explain the concepts related to muscular strength, e.g., isotonic, isometric, and isokinetic exercises, the overload principle, and the work/rest ratio.
  - Explain the concepts related to muscular endurance, e.g., high repetitions with low resistance, sport specificity, and the work/rest ratio.
- ❖ Explain training principles and how they impact physical fitness.
  - Explain the principles of warm-up and cool-down as they relate to proper stretching, active vs. passive recovery, and injury prevention and rehabilitation.
  - Explain methods and the importance of using heart rates to monitor the intensity of physical activities.

- Calculate individual target heart rate training zones by using the maximum heart rate formula or maximum heart rate reserve formula.
- Provide definitions for overload, progression, specificity, reversibility, frequency, duration, intensity, and rest and recovery.
- Compare aerobic and anaerobic activities, showing examples of each.
- Observe safety precautions in training, e.g., over-training, altitude, pollution, and temperature extremes.
- Develop weight-training programs to build muscular strength, muscular endurance or a combination of the two.
- ❖ Understand the relationship between proper nutrition and personal health and fitness.
  - Explain the role of nutrition in overall health and fitness.
  - Explain proper balance between food intake and energy expenditure.
  - Compare the effects and/or dangers of weight loss and gain on body composition and personal health.
  - Identify the benefits and dangers of various dietary supplements such as vitamins, minerals, herbs, power drinks, steroids, and performance-enhancing drugs.
  - Identify strategies for developing a healthy self-concept and acceptance of one's body make-up.

### **Unit 3 – Participate regularly in physical activity.**

#### **I Cans:**

- ❖ Assess personal health and fitness levels.
  - Research family history for health-risk factors such as coronary heart disease, cancer, diabetes, cholesterol, and blood pressure.
  - Assess known personal health risk factors considering age, gender, body composition, blood pressure, heart rate, cholesterol levels, and daily stress situations.
  - Assess personal fitness status regarding activity participation, energy expenditure, elements of physical fitness, and nutritional practices.
- ❖ Develop and implement a personal fitness plan.
  - Pre-test to establish baseline fitness information for muscular strength and endurance, flexibility, body composition, heart rate, blood pressure, and cardiovascular endurance.
  - Develop personal fitness goals based on the pre-testing results and use a post-test to show progress and improvement.
  - List and evaluate activities that develop specific elements of physical fitness.
  - Participate in a variety of individual and group activities appropriate for enhancing physical fitness both during and after school hours.
  - Incorporate appropriate training principles including overload, progression, specificity, intervals, circuits, reversibility, maximum heart rate, target heart rate, perceived exertion, and rest and recovery,
  - Calculate and monitor daily caloric intake and expenditure for weight management, and utilize an activity journal to track progress.

### **Unit 4 – Achieve and maintain a health-enhancing level of physical fitness.**

#### **I Cans:**

- ❖ Participate in personally meaningful activities
  - Participate regularly in physical activities that contribute to the attainment and maintenance of personal fitness goals.
  - Use results of post fitness assessments to guide changes in fitness plan.
  - Analyze time, cost, and accessibility factors in determining activity participation in community settings.
  - Recognize how physical activities impact a person's physical, emotional, social, and intellectual well-being.

- ❖ Use a variety of technological resources to design, monitor, and adjust fitness programs.
  - Use heart rate monitors or pulse sticks to monitor heart rates.
  - Calculate body composition by using skin-fold calipers or electrical impedance analyzers.
  - Calculate blood pressure using digital monitors.
  - Use computer software to track progress in fitness programs and to perform a nutritional analysis.
  - Access various websites to assist in developing, evaluating, and revising personal fitness programs.

## **Unit 5 – Exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

### **I Can:**

- ❖ Accept diversity of people in activity settings.
  - Demonstrate acceptance of others regarding varying skills, abilities, limitations, and cultural backgrounds.
  - Take an active role in helping others achieve success.
  - Identify the effects of age, gender, race, ethnicity, physical makeup, and culture on physical activity preference and participation.
- ❖ Make responsible choices in activity settings.
  - Recognize the effects of environmental conditions like wind, temperature, humidity, and altitude on activity performance.
  - Examine the effects of substance abuse on health and performance.
  - Explore the consequences of eating disorders at either end of the spectrum.
  - Identify appropriate risks and safety factors in the selection of fitness activities.
  - Accept responsibility for personal choices
- ❖ Demonstrate personal responsibility and the ability to work with others in activity settings.
  - Utilize time effectively to set personal goals, practice, and complete assigned tasks.
  - Work independently and on task with a partner and in small or large group activities.
  - Demonstrate maturity and self-control in conflict situations.
  - Take a supportive role to encourage and positively influence peers in a variety of activity settings.
  - Participate in academic service-learning activities available in the community.

## **Unit 6 – Physical activity for health, enjoyment, challenge, self expression, and/or social interaction.**

### **I Can:**

- ❖ Understand that physical activity provides opportunities for enjoyment and social interaction.
  - Select competitive and recreational activities that bring personal satisfaction.
  - Appreciate the aesthetic value of activity participation in a variety of settings.
  - Recognize that physical activities offer a positive environment to meet and interact with people of varying interests and ability levels.
  - Describe how the participation with others can positively influence the attainment of personal fitness goals.
- ❖ Recognize that physical activity provides opportunities for personal challenge.
  - Explore a variety of personally challenging activities during and after school hours.
  - Voluntarily participate in competitive and recreational activities.
  - Utilize short- and long-term goals in activity selection.
  - Define challenges and risk factors that change with the aging process.
- ❖ Utilize physical activities to provide opportunities for self-expression.
  - Choose activities that are personally rewarding.
  - Utilize imagination, self-expression, and creativity in designing personal fitness plans.
  - Bolster self-esteem through activity participation.

- Participate in programs and facilities in the community that foster activity choice and self-expression.