Health/Physical Ed Curriculum

Personal Fitness I & II

Fairfax County Public Schools Physical Education Program of Studies incorporates the Virginia Department of Education Physical Education Standards of Learning, that identify concepts, processes, and skills for physical education in Kindergarten through Grade 12 for Virginia’s public schools.

The intent of physical education is to help students learn the skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle. Students should acquire the knowledge, processes, and skills needed to engage in meaningful physical activity both in the present and for a lifetime. Engaging in a physically active lifestyle will lead to personal enjoyment, challenge, satisfaction, and a health-enhancing level of personal fitness.

Students in the personal fitness course are proficient in fundamental movement skills and skill combinations through pre-requisite coursework. The purpose of the personal fitness course is to provide students the knowledge, skills, and experience to become their own personal trainers who can design programs to meet their individual fitness needs and goals.

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Standard 1 Essential

DEMONSTRATE MASTERY OF MOVEMENT SKILLS AND PATTERNS

The student will demonstrate mastery of movement skills and patterns used to perform a variety of strength training, conditioning, and fitness activities.

Strand/Org Topic: Knowledge and Skills

State Notes:

- The student will experience in-depth study of personal fitness.

FCPS Notes:

- Fitness testing should be conducted to establish a student’s baseline level and to develop a student’s individual plan. Fitness testing should be repeated throughout the year at 8-12 week intervals and revisions made to the student’s plan as appropriate.
- Teachers should emphasize proper weight training form and technique over amount of weight lifted and number of repetitions.
- Teachers should reinforce safety with students including lifting an appropriate amount of weight for the individual, using proper form and technique, cleaning and maintaining equipment, and racking weights and putting away equipment.
- It is inappropriate to grade students on weight of max lifts or increase in weight lifted in a defined time period.
- Teachers should plan for individualized, student-centered instruction and assessment.

Essential Understandings:
• Describe the components of fitness and identify strategies to improve and maintain personal fitness.
• Demonstrate correct exercise procedures and techniques for strength training and conditioning to improve and maintain personal fitness.
• Apply appropriate practice procedures to master movement skills and patterns aligned to individual fitness needs.

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**Benchmark 1.a Essential**

**Demonstrate Proficiency Of Movement Skills**

The student will demonstrate proficiency of movement skills and patterns that apply to strength training, conditioning, and fitness activities.

**Indicator 1.a.1 Essential**

Demonstrate movement skills and patterns

Demonstrate correct movement skills and patterns for strength training, conditioning, and fitness activities including:

- Squat
- Lunge
- Push
- Pull
- Bend
- Twist

**Indicator 1.a.2 Essential**

Demonstrate the ability to combine movement patterns

Demonstrate the ability to combine movement patterns correctly for strength training, conditioning, and fitness activities.

**Indicator 1.a.3 Essential**

Analyze movement activities

Analyze movement activities for component skills and movement patterns.

**Indicator 1.a.4 Essential**

Describe and demonstrate activities specific to skill-related fitness

Describe and demonstrate activities specific to improving the skill-related components of fitness including:

- Agility
- Balance
Benchmark 1.b Essential

Explain and Apply Strategies and Safety Principles

The student will explain and apply strategies and safety principles for strength training and conditioning.

Indicator 1.b.1 Essential
Demonstrate correct techniques and form

Demonstrate correct and safe techniques and form when performing strength training, conditioning, and fitness activities and exercises.

Indicator 1.b.2 Expected
Demonstrate safety protocols and procedures

*Demonstrate safety protocols and procedures for strength training, conditioning, and fitness activities including:*

- Appropriate use of equipment
- Use of spotters
- Selection of appropriate weight
- Selection of activities that meet individual goals and abilities

Indicator 1.b.3 Expected
Identify and explain a variety of philosophies

*Explain different philosophies related to strength training including:*

- Goals of each
- Benefits of each
- Potential drawbacks of each
- Potential risks of each

Indicator 1.b.4 Expected
Identify risks of strength training and common injuries

*Identify potential risks associated with strength training and common injuries that may result.*
Indicator 1.b.5 Expected
Explain and apply strategies to prevent injury

*Explain and apply strategies to prevent common injuries from occurring during strength training.*

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**Standard 2 Essential**

**APPLY MOVEMENT PRINCIPLES AND CONCEPTS**

The student will apply movement principles and concepts to skill performance of strength training, conditioning, and fitness activities.

Strand/Org Topic: Movement Principles and Concepts

**State Notes:**

Understanding the standard:

- Provide students with the knowledge and understanding necessary to analyze movement performance and implement effective practice procedures in weight training and conditioning.
- Students should be able to apply advanced movement-specific information so that they develop the ability to learn, self-assess, and improve movement skills independently.

**Essential Understandings:**

To meet this standard, students should be able to:

- Explain and apply biomechanical and physiological principles.
- Plan for cardiorespiratory fitness.
- Explain and integrate training principles into a personal fitness plan.

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**Benchmark 2.a Essential**

**Identify Skeletal and Muscular Anatomy**

The student will identify the skeletal and muscular anatomy of the human body.

**Indicator 2.a.1 Essential**

Identify skeletal anatomy
Identify the bones of the skeletal system.

**Indicator 2.a.2 Expected**
Identify muscular anatomy

*Identify the muscles and their actions.*

**Indicator 2.a.3 Expected**
Identify muscle origin and insertion

*Identify muscle origin and insertion and the relationship to muscle action.*

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**Benchmark 2.b Essential**

**Explain and Apply Biomechanical Principles**

The student will explain and apply biomechanical principles that aid in the improvement of movement skills and performance of strength training, conditioning, and fitness activities.

**Indicator 2.b.1 Essential**

Explain biomechanical principles

Explain biomechanical principles and how they relate to strength training. Biomechanical principles include:

- Force
- Velocity
- Power
- First, second, and third class levers

**Indicator 2.b.2 Essential**

Analyze performance of self and others

Analyze performance of self and others in relation to biomechanical deficiencies.

**Indicator 2.b.3 Essential**

Apply biomechanical principles

Apply biomechanical principles to improve performance.
**Benchmark 2.c Essential**

Integrate Exercise Principles

The student will integrate exercise principles and concepts to improve performance.

**Indicator 2.c.1 Essential**

Explain training principles

Explain the training principles of:
- FITT (Frequency, Intensity, Time, Type)
- SOP (Specificity, Overload, Progression)
- Variety
- Rest and recovery

**Indicator 2.c.2 Essential**

Analyze performance of self and others

Analyze performance of self and others in specialized movement forms for strength training.

**Indicator 2.c.3 Essential**

Develop a plan to improve performance

Develop a plan to improve performance in specialized movement forms for strength training for self and others.

**Indicator 2.c.4 Essential**

Integrate training principles

Integrate training principles into personal fitness planning.

**Indicator 2.c.5 Essential**

Create and evaluate warm-up and cool-down sequences

Create and evaluate warm-up and cool-down sequences.

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**Benchmark 2.d Essential**

Plan and Maintain Cardiorespiratory Fitness

The student will plan for and maintain a personal cardiorespiratory fitness program.
Indicator 2.d.1 Essential
Identify factors that contribute to cardiorespiratory fitness

Identify factors that contribute to cardiorespiratory fitness.

Indicator 2.d.2 Expected
Develop a plan for cardiorespiratory fitness

*Develop a plan to improve or maintain personal cardiorespiratory fitness.*

Indicator 2.d.3 Expected
Analyze risks and consequences of inactivity

*Analyze risks and consequences associated with an inactive lifestyle.*

Benchmark 2.e Expected
Demonstrate Knowledge of Nutrition Principles

*The student will demonstrate knowledge of nutrition principles in relation to strength training, conditioning, and fitness.*

Indicator 2.e.1 Expected
Identify nutritional needs of physically active individuals

*Identify nutritional needs of physically active individuals including:*
  - Dietary Guidelines for Americans
  - Essential nutrients
  - Hydration

Indicator 2.e.2 Expected
Explain the relationship between nutrition, fitness, & weight management

*Explain the relationship between nutrition, personal fitness, and weight management to include:*
  - Body composition
  - Metabolism
  - Caloric balance/energy balance
  - Disordered eating
Indicator 2.e.3 Expected
Explain the effects of supplements and ergogenic aids

*Explain the effects of supplements, ergogenic aids, steroids, and energy drinks on the body's major systems and athletic performance.*

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**Standard 3 Essential**

**ACHIEVE AND MAINTAIN A HEALTH-ENHANCEING LEVEL OF PHYSICAL FITNESS**

The student will plan and describe a personal fitness and conditioning program that includes skill and health-related fitness components to achieve and maintain a health-enhancing level of physical fitness for a lifetime.

**Strand/Org Topic:** Personal Fitness

**State Notes:**

Understanding the standard:

- The student will create personal fitness goals.
- The student will independently design a personal fitness program using his/her goals.
- The student will implement a personal fitness program using available technology and resources.

**FCPS Notes:**

- Students will independently assess personal fitness levels and use this information to develop, implement, analyze, evaluate, and modify a personal fitness plan.
- Students should continue to complete Virginia Wellness testing. Other fitness tests may also be used. Fitness scores should be used to identify personal strengths and weaknesses and to create personal fitness goals and plans to attain those goals. It is inappropriate to grade students on the results of fitness testing or to use scores to compare students.

**Essential Understandings:**

To meet this standard, students should be able to:

- Evaluate and analyze personal fitness levels.
- Describe health-related and skill-related components of fitness and strategies for improvement.
- Explain and apply various types of strength training and conditioning programs.
- Create, execute, and evaluate a personal fitness plan.
- Identify nutritional needs of physically active individuals.
- Explain how nutrition, fitness, and weight management are correlated.
- Explain the effects of supplements and ergogenic aids.
Benchmark 3.a Expected
Identify and Apply Strategies To Improve Or Maintain Fitness

The student will identify and apply strategies to improve or maintain personal fitness.

Indicator 3.a.1 Expected
Describe health-related components of fitness

Describe health-related components of fitness to include:

- Cardiorespiratory endurance
- Muscular endurance
- Muscular strength
- Flexibility
- Body composition

Indicator 3.a.2 Expected
Identify strategies to improve/maintain health-related fitness

Identify strategies to improve or maintain each of the five health-related components of fitness.

Indicator 3.a.3 Expected
Describe skill-related components of fitness

Describe skill-related components of fitness to include:

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

Indicator 3.a.4 Expected
Identify strategies to improve/maintain skill-related fitness

Identify strategies to improve or maintain each of the six skill-related components of fitness.

Benchmark 3.b Essential
Create and Evaluate Personal Fitness Program

The student will create a personal fitness program.
Indicator 3.b.1 Essential
Utilize technology to assess fitness

Utilize technology to independently assess fitness level.

Indicator 3.b.2 Essential
Evaluate strength training programs

Evaluate strength training programs to help develop a personal program.

Indicator 3.b.3 Essential
Create personal fitness program

Create a personal fitness program to improve or maintain fitness which:

- Utilizes technology
- Includes activities specific to the health-related and skill-related components of fitness
- Includes assessments

Indicator 3.b.4 Essential
Evaluate personal fitness program

Evaluate personal fitness program and make appropriate revisions.

Benchmark 3.c Essential
Participate Independently In Physical Fitness Activities

The student will participate independently in physical fitness activities in and out of school.

Indicator 3.c.1 Essential
Participate in physical activity

Participate in physical activity in and out of school.

Indicator 3.c.2 Expected
Evaluate and adjust activity levels to meet goals

*Evaluate and adjust activity levels to meet personal fitness goals.*
Benchmark 3.d Essential
Apply Strength Training and Conditioning Principles

The student will apply the strength training and conditioning principles to improve the components of fitness.

Indicator 3.d.1 Essential
Apply principles of training

Apply principles of training to strength training and conditioning including:

- FITT
- SOP
- Target heart rate
- Perceived exertion

Indicator 3.d.2 Essential
Explain reversibility

Explain reversibility and how it applies to fitness and conditioning.

Indicator 3.d.3 Expected
Identify and apply training strategies for improvement

Identify and apply training strategies to improve or maintain each component of fitness.

- Cardiorespiratory endurance
- Flexibility
- Muscular endurance
- Muscular strength

Benchmark 3.e Expected
Evaluate fitness and conditioning programs, products, and services

The student will evaluate fitness, and conditioning programs, products, and services.

Indicator 3.e.1 Expected
Evaluate fitness and conditioning programs, products, and services
Evaluate fitness and conditioning programs, products, and services to become an informed consumer.

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Standard 4 Essential

DEMONSTRATE RESPONSIBLE BEHAVIORS

The student will accept responsibility for taking a leadership role as well as demonstrate the ability to follow in order to accomplish group goals.

Strand/Org Topic: Essential Life Skills

State Notes:

Understanding the standard:

- Student will demonstrate appropriate leadership skills to accomplish group goals.
- Student will follow proper procedures to care for equipment.

FCPS Notes:

- Assessment should be based on explicit instruction of skills and knowledge contained within the standard and not on behavioral expectations.

Essential Understandings:

To meet this standard, students should be able to:

- Identify appropriate and safe behaviors for group exercise settings.
- Demonstrate leadership skills.
- Demonstrate etiquette in a physical activity setting.

Benchmark 4.a Essential

Create, Implement, and Evaluate a Plan for Group Exercise

The student will evaluate, create, and implement a plan for safe group exercise in a variety of settings for strength training, conditioning, and fitness activities.

Indicator 4.a.1 Essential

Create, implement, and evaluate a plan for group exercise
Evaluate, create, and implement a plan for safe group exercise in a variety of settings for strength training, conditioning, and fitness activities.

**Benchmark 4.b Essential**

**Demonstrate Appropriate Behaviors**

The student will demonstrate appropriate behaviors in group exercise settings.

**Indicator 4.b.1 Essential**

Demonstrate proper care of equipment

Demonstrate proper care of equipment.

**Indicator 4.b.2 Essential**

Demonstrate safe behavior

Demonstrate safe behavior.

**Indicator 4.b.3 Essential**

Demonstrate appropriate interpersonal skills

Demonstrate appropriate interpersonal skills:

- During spotting
- By encouraging others
- Being accepting of a variety of ability levels

**Indicator 4.b.4 Expected**

Demonstrate appropriate etiquette

*Demonstrate appropriate etiquette to include:*

- Putting away equipment
- Allowing others to "work in"
- Proper care of equipment
- Adherence to activity-specific expectations

**Benchmark 4.c Essential**

**Demonstrate Leadership**
The student will demonstrate leadership skills.

**Indicator 4.c.1 Essential**
Demonstrate leadership

Demonstrate leadership through peer-coaching, feedback, and ensuring a safe learning environment.

**Indicator 4.c.2 Expected**
Demonstrate collaboration and cooperation to reach group goal.

*Demonstrate collaboration and cooperation to reach group goal.*

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**Standard 5 Essential**

**PARTICIPATE IN PHYSICAL ACTIVITIES**

The student will participate regularly in health-enhancing physical activities that contribute to personal enjoyment and attainment/maintenance of personal activity goals.

**Strand/Org Topic:** Physically Active Lifestyle

**State Notes:**

Understanding the Standard:

Students will understand that regular physical activity provides opportunities for:

- Enjoyment
- Challenge
- Self-expression
- Health-enhancing benefits

**Essential Understandings:**

To meet this standard, students should be able to:

- Identify opportunities for physical activity in the community.
- Participate in a variety of strength training and conditioning activities.
**Benchmark 5.a Essential**

**Participate In Fitness-Related Activities**

The student will participate in a variety of fitness-related activities.

**Indicator 5.a.1 Essential**

Participate in a variety of fitness activities in and out of class

Participate in a variety of fitness activities in and out of class.

**Indicator 5.a.2 Essential**

Identify and participate in new physical activities

Identify and participate in new physical activities for personal interest in and out of class.

**Indicator 5.a.3 Expected**

Identify community resources for participation in fitness activities

*Identify community resources for participation in fitness activities.*

**Indicator 5.a.4 Expected**

Create a plan for activities beyond high school

*Create a plan for activities beyond high school for college and/or a work environment.*

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**Benchmark 5.b Essential**

**Identify Positive Social Interaction**

The student will identify how participation in physical activity can provide positive social interaction.

**Indicator 5.b.1 Essential**

Identify positive social interaction and development

Identify how participation in physical activity can provide positive social interaction and development including:

- Communication skills
- Collaboration skills
- Community building
- Inclusion
- Problem solving skills
- Leadership
- Discipline
- Self-respect

**Benchmark 5.c Expected**

**Identify And Explain Physical Activity Needs Throughout Life.**

_The student will identify and explain physical activity needs throughout life._

**Indicator 5.c.1 Expected**

Identify physical activity needs throughout life

_Identify physical activity needs throughout life._

**Indicator 5.c.2 Expected**

Identify exercise considerations for different populations

_Identify exercise considerations for different populations including:_

- Sedentary lifestyle
- Obese
- Elderly
- Injured

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**Essential** - Standard, benchmark, or indicator from the VDOE Standards of Learning document. In the absence of VDOE standards for a given course, content subject to testing such as AP and IB can be labeled Essential.

**Expected** - Standard, benchmark, or indicator added by the FCPS Program of Studies to provide a context, a bridge, or an enhancement to the Essential SBIs.

**Extended** - Standard, benchmark, or indicator added by the FCPS Program of Studies generally used to differentiate instruction for advanced learners (Honors/GT)