

Ninth, Tenth, Eleventh, and Twelfth Grades LIFE Program Overview

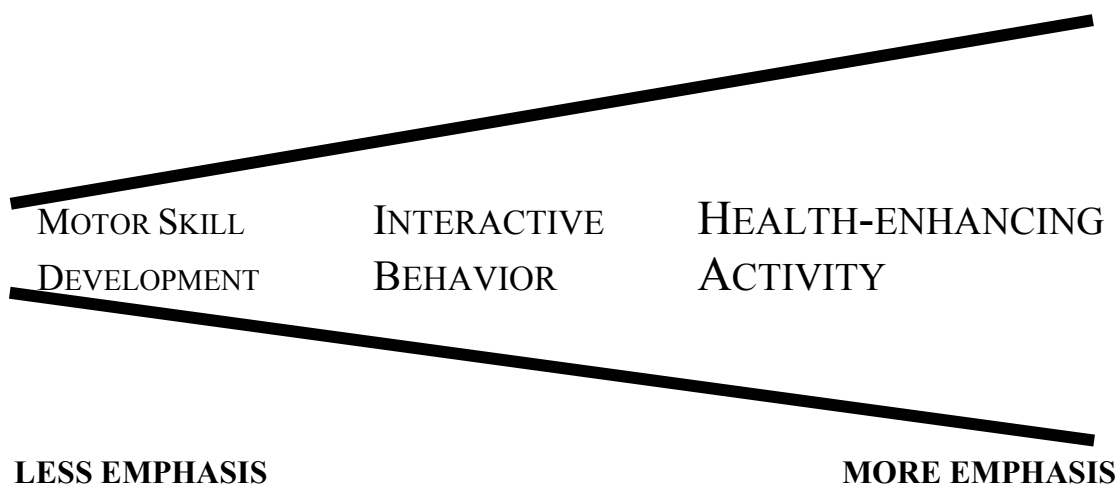
Lifelong Individualized Fitness Education (LIFE)

The goal of the LIFE course is for students to make physical activity a part of their lives beyond high school. The focus of the required high school physical education course is health-enhancing activity. LIFE provides a blueprint for a lifetime of healthy living. Through the LIFE course, students learn to apply various aspects of fitness and to assess their own fitness levels. Students are required to develop and maintain an individual level of fitness that forms the foundation for a healthy future.

LIFE capitalizes on high school students' increased ability to accept responsibility for their own actions. High school students experience significant physical and emotional growth and development. They also assume more complex responsibilities such as employment and making career choices. LIFE reinforces what has been learned in Grades K-8 and provides students with the knowledge and ability to construct and implement a lifelong plan for physical activity.

LIFE is not the traditional course composed of sports units. It utilizes a variety of health-enhancing activities derived from modifying sports and games as a vehicle for reinforcing and applying fitness components and principles. For example, after a lesson in which students learn about target heart rate, students check their heart rates while playing "2 on 2" soccer. The LIFE course should include laboratory experiences. These experiences should be as active as possible, with a minimum number of laboratories involving teacher lectures.

Due to the unique focus required for LIFE, it is not possible to accomplish the objectives of this course in a traditional, sport-driven program; Reserve Officers' Training Corps (ROTC); band; athletics; or extracurricular activities.



LIFE

GOAL: MOTOR SKILL DEVELOPMENT

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.

CONTENT STANDARDS

BENCHMARKS

Students will:

As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to:

Skill

1. Demonstrate movement patterns from a variety of physical activities that enhance cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.

Demonstrate skills necessary for participation in a personal fitness plan.

Perform activities that illustrate the principles of overload, frequency, intensity, time, specificity, and progression.

Participate regularly in physical activities such as jogging, resistance training, and stretching that contribute to attainment and maintenance of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.

2. Demonstrate competence in at least three complex versions of movement forms, including aquatics, sports, outdoor pursuits, self-defense, dance, and gymnastics.

Apply skills effectively in selected activities such as aquatics, sports, outdoor pursuits, self-defense, dance, and gymnastics.

Knowledge

3. Utilize rules and strategies of selected lifetime activities.

Organize intramural teams.

Officiate intramural games.

Identify basic skills needed to perform lifetime sports.

Application

4. Utilize safe practices when participating in physical activities.
Example: showing consideration of environment, physical condition, individual tolerances, and medical conditions

Evaluate risks and safety factors that may affect physical activity preferences throughout the life cycle.

Recognize potentially dangerous consequences and outcomes of participation in physical activity.

GOAL: HEALTH-ENHANCING ACTIVITY

- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of fitness.

	CONTENT STANDARDS	BENCHMARKS
	Students will:	<i>As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to:</i>
Knowledge	5. Identify technology used in health and fitness studies. Examples: heart-rate monitors, pedometers, spirometers, skin fold calipers	Identify appropriate instruments for measuring targeted physiological functions. Measure target physiological functions utilizing correct instruments. Evaluate physiological measurements in relation to health and fitness.
	6. Identify modifications to activities in physical education that allow for participation by students with special needs.	Evaluate existing facilities and equipment in order to develop a plan to modify activities as needed for students with special needs.
Application	7. Contrast goals for attaining fitness with those for maintaining fitness.	Identify differences in application of the principles of training for attaining and maintaining fitness level. Implement a strategy to illustrate progression and subsequent maintenance of fitness level.
	8. Use selected assessments to modify an individualized fitness plan. Examples: range of motion, skin fold, heart rate	Implement a fitness program that includes regular evaluation and necessary modification of the program in terms of set goals.

GOAL: HEALTH-ENHANCING ACTIVITY (CONTINUED)

- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of fitness.

	CONTENT STANDARDS	BENCHMARKS
	Students will:	<i>As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to:</i>
Knowledge	9. Identify long-term health-enhancing benefits of physical activity, including lowering heart rate, reducing stress levels, increasing metabolism, and strengthening the immune system.	<p>Identify the effects of age on physical activity preferences and participation.</p> <p>Explain the relationship of physical, emotional, and cognitive factors that influence the rate of improvement in fitness performance.</p> <p>List long-term physiological and cultural benefits that may result from regular participation in health-enhancing physical activities.</p>
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Application	10. Apply principles of specificity, overload, frequency, intensity, time, and progression to physical activities. Examples: recording progress, selecting activities, arranging exercise, tracking progress	<p>Use the principles of training to develop a personal training program.</p> <p>Use data to track progress and make adjustments to a personal fitness plan.</p>
	11. Develop a nutritional program targeting goals for maintaining energy, appropriate levels of body fat, and muscle building.	Compare current dietary intake with a nutritional plan developed for maintaining energy, building muscle, and achieving a desired body composition.
	12. Develop criteria for evaluation of commercial fitness and health products and services.	<p>Determine scientific knowledge required to evaluate product claims.</p> <p>Use available resources such as consumer guides to research product claims.</p> <p>Develop a checklist for determining the quality of facilities, equipment, and instructors within the community that may affect lifelong fitness.</p>

GOAL: INTERACTIVE BEHAVIOR

- Demonstrates responsible personal and social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

	CONTENT STANDARDS	BENCHMARKS
	Students will:	<i>As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to:</i>
Knowledge	13. Identify strategies for positive behavior modification and social interaction among diverse populations.	Use peer mediation to effect desired changes in behavior. List ways of interacting with others of varying ages and backgrounds through physical activity.
	14. Discuss the requirements for careers in physical education, health, and fitness.	Identify areas of study for chosen careers. Identify factors related to career choices.
	15. Explain the influence of participation in a physical activity on fostering appreciation of culture, ethnicity, gender, and physical activity.	Present results of research regarding an activity such as a sport, game, or dance to the class.
Application	16. Demonstrate responsible personal and social behavior during physical activities.	Participate cooperatively and ethically in competitive physical activities. Applaud outstanding performance of opponents as well as the “favored” team. Exhibit controlled behavior during potentially explosive interactions. Act independently of peers. Resolve conflicts in appropriate ways. Evaluate activities based on a variety of goals.
	17. Accept the responsibility as a leader or follower to accomplish group goals. Example: volunteering as community league coach or official	Collaborate with others to serve in community-driven activities. Promote health-enhancing activities by personal example and by encouraging others to do the same.

GOAL: INTERACTIVE BEHAVIOR (CONTINUED)

- Demonstrates responsible personal and social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

CONTENT STANDARDS

BENCHMARKS

Students will:

As a result of participating in a quality physical education program, it is reasonable to expect that the student will be able to:

Application

18. Critique a community service project by identifying benefits, problems, compromises, and outcomes.
 Examples: youth sports, walkathons, Mothers' March, fun runs, Jump Rope for Heart

Analyze benefits, problems, compromises, and outcomes of a community service project.