

| COMPONENT                            | OBJECTIVES  | COMPETENCY  |
|--------------------------------------|---|---|
| <p>I Safety Practices</p>            | <ol style="list-style-type: none"> <li>1. Identify and demonstrate safety practices specific to aerobic activities.<br/>(PE.B.2.4.1)</li> <li>2. Describe and demonstrate proper warm-up and cool-down procedures specific to aerobic activities.</li> <li>3. Identify proper target heart rate ranges.</li> <li>4. Describe basic injury treatment: rest, ice, compression, elevation.</li> </ol>  | <ol style="list-style-type: none"> <li>A. The student can perform a series of stretching exercises that prepares the body for aerobic activities.</li> <li>B. The student can computer his/her target heart rate zones using resting heart rate and age as the base line in determining his/her heart rate during exercise.</li> <li>C. The student can perform a series of designated exercises to lower heart rate progressively and decreased the possibility of muscle soreness.</li> </ol> |
| <p>II Fitness Activity</p>           | <ol style="list-style-type: none"> <li>1. Identify and describe each of the physical fitness tests.</li> <li>2. Identify levels of fitness in relation to criterion standards.</li> <li>3. Assess individual levels of physical fitness.<br/>(PE.A.2.4.3)</li> <li>4. Interpret fitness assessment results.</li> <li>5. Exhibit a high level of physical fitness.</li> </ol>  | <ol style="list-style-type: none"> <li>A. The student can perform and complete each of the physical fitness test items (one mile run/walk, one minute sit-ups, shuttle run, pull-ups, sit and reach) and record results.</li> <li>B. The student can score 75% or better in all areas of the fitness test.</li> <li>C. The student can assess individual level of physical fitness using nationally norm referenced fitness test items.</li> </ol>  |
| <p>III Cardiorespiratory Fitness</p> | <ol style="list-style-type: none"> <li>1. Describe functions of the cardiovascular and respiratory systems.</li> <li>2. Describe the effects of aerobic activities on the cardiorespiratory systems.</li> <li>3. Identify health-related problems associated with inadequate cardiorespiratory fitness levels.</li> <li>4. Describe attributes of aerobic activities which contribute to improved health and cardiorespiratory fitness levels.</li> </ol> | <ol style="list-style-type: none"> <li>A. The student can discuss how the blood flows through the chambers of the heart to the lungs and to the body systems.</li> <li>B. The student can list the physiological changes that occur as a result of aerobic activities.</li> </ol>   |

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| <p>IV Muscular Strength and Endurance</p> <p>V Flexibility</p> | <p>5. Describe and demonstrate correct biochemical and physiological principles related to cardiovascular fitness.</p> <p>1. Describe the functions of the musculoskeletal systems.</p> <p>2. Differentiate between muscular strength and muscular endurance.</p> <p>3. Identify activities that contribute to an increase in muscular strength and muscular endurance of the large muscle groups.</p> <p>1. Describe and demonstrate safety practices when engaging in flexibility exercises.</p> <p>2. Explain the importance of incorporating flexibility exercises into aerobic training programs.</p> <p>3. Demonstrate the ability to select a variety of appropriate static and dynamic stretching exercises to increase range of motion for major joints and muscles.</p> <p>4. Demonstrate flexibility by performing various flexibility tests.</p> <p>5. Differentiate between the various types of stretches.</p> | <p>C. The student can perform the following efficiently:</p> <ul style="list-style-type: none"> <li>a. Advance movements for specific muscle groups</li> <li>b. Proper distribution of body parts over base support</li> <li>c. Proper jogging techniques</li> <li>d. Advanced step aerobic technique</li> </ul> <p>A. The student can name designated large muscle groups and perform exercises that isolate those muscles.</p> <p>B. The student can perform advanced exercises that are specific for the development of: 1) upper body, 2) abdominal, and 3) lower body strength.</p> <p>A. The student can demonstrate proper flexibility techniques by performing fifteen to thirty seconds of static and dynamic stretches for specific large muscle groups.</p> <p>B. The student can score 75% or better on the sit and reach test.</p> |

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| VI Aerobic Programs              | <ol style="list-style-type: none"> <li>1. Identify activities which are considered aerobic.</li> <li>2. Differentiate between high and low impact aerobics.</li> <li>3. Demonstrate correct biomechanical and physiological principles related to cardiovascular fitness when performing advanced levels of step aerobics, jogging, walking, power walking and high and low impact aerobics.</li> <li>4. Exhibit knowledge of fitness-related career opportunities.</li> </ol> | <ol style="list-style-type: none"> <li>A. The student can design, implement, and evaluate a personal aerobic fitness program that meets his/her needs and interests.</li> <li>B. The student can choreograph a basic aerobic routine.</li> <li>C. The student can list occupations that are fitness-related.</li> </ol>     |
| VII Nutrition and Weight Control | <ol style="list-style-type: none"> <li>1. Identify sound nutritional practices related to aerobic activities. (PE.A.3.4.7)</li> <li>2. Explain the use of diet and exercise as a method of weight control.</li> <li>3. Identify methods used to assess percentages of body fat.</li> </ol>   | <ol style="list-style-type: none"> <li>A. The student can develop a nutritionally sound dietary program which will enhance healthy lifestyles. (PE.A.3.4.7)</li> <li>B. The student can take body fat measurements using a skinfolds caliper.</li> </ol>  |
| VIII Stress                      | <ol style="list-style-type: none"> <li>1. Define stress and explain the different aspects of stress. (PE.A.3.4.2)</li> <li>2. Describe the effects aerobic activities have on stress.</li> </ol>   | <ol style="list-style-type: none"> <li>A. The student can list and define signs of stress.</li> <li>B. The student can use aerobic activities as a positive means of coping with stress.</li> </ol>   |
| IX Consumer Issues               | <ol style="list-style-type: none"> <li>1. Identify consumer issues related to aerobic activities.</li> <li>2. Identify available community resources providing opportunities for participation in aerobic activities. (PE.A.3.4.5)</li> </ol>  | <ol style="list-style-type: none"> <li>A. The student can select and purchase aerobic equipment.</li> <li>B. The student can distinguish among trends, fads and fallacies as related to aerobic activities.</li> <li>C. The student can make wise selection of programs available for more advanced instruction.</li> </ol> |