Arkansas Health and Physical Education

# Personal Fitness for Life: Grades 9, 10, 11, 12

Adopted 2011

**Movement Concepts**

**1: Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.**

1. Critique movement in a variety of activities by utilizing technology MC.1.PFL.1
2. Identify and apply proper concepts associated with participation in a variety of activities MC.1.PFL.2
3. Differentiate between anaerobic and aerobic activities for improvement in endurance MC.1.PFL.3
4. Differentiate between isotonic and isometric activities for improvement in strength and flexibility MC.1.PFL.4
5. Differentiate between the components of the FITT formula:<ul><li>Frequency</li><li>Intensity</li><li>Time</li><li>Type</li></ul> MC.1.PFL.5
6. Evaluate the three basic principles of exercise to personal fitness:<ul><li>overload</li><li>progression</li><li>specificity</li></ul> MC.1.PFL.6

**Health-Related Fitness**

**2: Students shall participate in fitness activities that promote and improve individual health.**

1. Participate in a nationally recognized fitness assessment, pre-test and post-test, to determine the initial level of fitness and chart progress (e.g., President's Challenge, other nationally recognized health-related fitness tests):<ul><li>cardio-respiratory (e.g., mile run, step test, recovery rate, pacer)</li><li>muscular strength (e.g., pull-ups, push-ups, modified push-ups, flexed arm hang, grip and bicep strength)</li><li>muscular endurance (e.g., curl-ups, push-ups, step-ups, grip endurance)</li><li>flexibility (e.g., V-sit, sit and reach, shoulder stretch, trunk lift, body rotation)</li><li>body composition (e.g., BMI, body fat percentage, waist-hip ratio, skin fold)</li></ul> HRF.2.PFL.1
2. Create a personal fitness plan based on a variety of physical activities, fitness profiles, fitness principles, and nutritional guidelines HRF.2.PFL.2
3. Participate in a variety of appropriate activities in each area of fitness by incorporating the FITT formula and the three basic principles of exercising:<ul><li>cardio-respiratory (e.g., target heart rate formula, bicycling, canoeing, dancing, jogging, hiking, running, swimming, brisk walking)</li><li>muscular strength (e.g., pull-ups, push-ups, modified push-ups, flexed arm hang, grip and bicep strength, weight training)</li><li>muscular endurance (e.g., curl-ups, push-ups, step-ups, weight training)</li><li>flexibility (e.g., stretching, rotating, yoga, aerobics, Pilates)</li><li>body composition (e.g., balanced nutrition and physical activity)</li></ul> HRF.2.PFL.3
4. Explore a variety of stress-relief strategies HRF.2.PFL.4

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**Lifetime Activities and Recreation**

**3: Students shall understand the importance of health benefits from participating in lifetime recreational activities.**

1. Discuss the benefits of participating in regular physical activity to reduce chronic disease risks:<ul><li>reduces blood lipids</li><li>lowers blood pressure</li><li>reduces stress</li><li>reduces cancer risk</li><li>reduces risk for diabetes</li><li>appropriate weight loss</li></ul> LAR.3.PFL.1
2. Examine the benefits of lifetime participation in traditional, adventure, or leisure activities:<ul><li>stress management</li><li>maintain muscle mass</li><li>maintain cardio-respiratory fitness</li><li>maintain ideal body weight</li><li>promote social interaction</li></ul> LAR.3.PFL.2
3. Develop a plan for personal fitness that takes into consideration:<ul><li>daily activities</li><li>economic impact (e.g., health care costs, membership dues)</li><li>employment</li><li>leisure time</li></ul> LAR.3.PFL.3

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**Personal and Social Behavior**

**4: Students shall demonstrate responsible personal and social behavior which displays respect for self and others in physical activity settings.**

1. Demonstrate responsible and considerate behavior in physical activity settings PSB.4.PFL.1
2. Recognize the impact of peer pressure on physical activity, participation, and performance PSB.4.PFL.2