

SAU 50
Grades 6 to 8
Physical Education
Physical Activity and Fitness

Physical Activity--knowledge of the benefits of physical activity and the importance of participating throughout life.

Fitness--knowledge and skills of how to get and maintain fitness.

SAU 50 District Competency:

Students will independently use their learning to...

Understand the emotional, mental, social and physical health benefits of participating in physical activities.

Analyze physical fitness and health, set and meet fitness and health goals, modifying when necessary.

Essential Questions

Why is it important to be physically active?

Acquisition

- I can name, analyze, and use the 5 parts of fitness.
- I participate in a variety of physical activities to include indoor and outdoor, aerobic and anaerobic, cardio and muscle-building activities both during school and after school.
- I can use technology to self-assess my health and physical performance.
- I warm-up and cool-down to prevent injuries and stay flexible.
- I can use the FITT formula during my workouts.
- I can use the RPE scale to adjust my workout.
- I can analyze my performance and modify my workout to meet my goals.
- I can use physical activity to relieve my stress and to make me feel good.
- I can design a fitness plan and program to fit my goals.

Standards

Society of Health and Physical Educators Standards

S3.M1.8: **S3** (number of standard) **M1** (Middle School and domain) **8** (grade level)

3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

S3.M1.8: Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health.

S3.M2.8: Participates in physical activity three times a week outside of physical education class.

S3.M3.8: Participates in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing and/or swimming.

S3.M4.8: Plans and implements a program of cross training to include aerobic, strength and endurance and flexibility.

S3.M5.8: Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day.

S3.M6.8: Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times a week.

S3.M7.8: Compares and contrasts health-related fitness components.

S3.M8.8: Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.

S3.M9.8: Employs a variety of appropriate static stretching techniques for all major muscle groups.

S3.M10.8: Describes the role of flexibility in injury prevention.

S3.M11.8: Uses the overload principle (FITT formula) in preparing a personal workout.

S3.M12.8: Designs and implements a warm-up/cool-down regimen for self-selected physical activity.

S3.M13.8: Defines how the RPE Scale can be used to adjust workout intensity during physical activity.

S3.M14.8: Explains how body systems interact with one another during physical activity.

S3.M15.8: Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment.

S3.M16.8: Designs and implements a program to improve levels of health-related fitness and nutrition.

S3.M17.8: Describes the relationship between poor nutrition and health risk factors.

S3.M18.8: Demonstrates basic movements used in other stress-reducing activities such as yoga and Tai Chi.

5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S5.M1.8: Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health.

S5.M2.8: Analyzes the empowering consequences of being physically active.

S5.M3.8: Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.

S5.M4.8: Discusses how enjoyment could be increased in self-selected physical activities.

S5.M5.8: Demonstrates respect for self by asking for help and helping others in various physical activities.

[Society of Health and Physical Educators Standards](#)

References:

American Alliance for Health, Physical Education, Recreation, and Dance. (2013). *Grade-level outcomes for K-12 physical education*. Reston, VA: Author.