### Learning Target

**(Standard 4)** A physically educated person achieves and maintains a health-enhancing level of physical fitness.

### Knowledge & Processes

- **Physical fitness**
- **Moderate/Vigorous physical activity**
- **Benefits (of fitness)**
- **Health related components**
  - Cardiovascular
  - Flexibility
  - Muscular strength
  - Muscular endurance
  - Body composition
- **Body parts**
- **Body systems**
  - Cardio-respiratory
    - (heart/lungs)
  - Musculoskeletal
- **Nutrition**
  - My Pyramid
  - Activity Pyramid

### Student Friendly

- I can play for a long time.
- I can feel my heart beat faster.
- I can stretch and move.
- I can feel my heart beat and my breathing get faster when I exercise.
- I can name some muscles.
- I can name my body parts.
- I can show my muscles.
- I can name an exercise for stretching.
- I can name an exercise that makes my heart healthy.
- I can name and eat healthy foods.
- I can name the parts of the food pyramid.

### Performance Standards:

4.2.1 sustain activity for longer periods of time
4.2.2 identify changes in the body during sustained vigorous physical activity
4.2.3 support body weight for climbing, hanging, and momentarily taking weight on hands
4.2.4 move joints through a full range of motion
4.2.5 engage in sustained daily physical activity which causes an increased heart rate and heavy breathing
4.2.6 use pulse rate to monitor level of activity
4.2.7 describe the components of health-related fitness

### Health Standards (HS)

**Standard 1:** The student will demonstrate the ability to implement decision making and goal setting skills to promote his/her personal health and wellness, thereby enhancing quality of life for himself/herself and those around him/her.

**1.4** identify personal goals and standards for healthy living

**Standard 2:** The student will understand the importance of personal hygiene practices as related to healthy living.

**2.1** demonstrate essential personal hygiene practices.

**2.2** identify the importance of good versus poor personal hygiene practices.

### Processes:

- Engage in sustained physical activity that causes an increased heart rate
- Recognize the physiological indicators that accompany moderate to vigorous physical activity
- Identify the components of health-related physical fitness
- Analyze activities associated with each grade level.
| Standard 3: The student will understand the role of body systems as related to healthy living. | that help them reach personal goals |
| 3.1 identify the basic body structure | • (HS) - describe how appropriate decision making can lead to healthy living |
| 3.3 explain the importance of the basic body systems (musculoskeletal and cardio-respiratory) | • (HS) - identify consequences of poor personal hygiene |
| **Standard 5:** The student will understand the relationship of nutrition to healthy living. | • (HS) - identify how poor food choices and physical inactivity contribute to the development of chronic diseases (e.g. obesity, high blood pressure, diabetes) |
| 5.1 identify the basic food groups and foods | |
| 5.2 identify food as a source of energy and growth | |
| 5.3 describe the importance of healthy meals and snacks | |