



**PERSONAL FITNESS
ADVANCED PERSONAL FITNESS**



Personal Fitness

36.05100

Advanced Personal Fitness

36.06100

Personal Fitness

36.05100

Course Description: Introduces instruction in methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; includes instruction in fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information; and promotes self-awareness and responsibility for fitness.

Advanced Personal Fitness

36.06100

Course Description: Provides advanced instruction to assist students in applying methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment focused on strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; and includes fitness advanced instruction in principles and nutritional concepts introduced in Personal Fitness (36.05100).

The physically educated student has developmentally appropriate grade-level comprehension and application of the concepts and principles of fitness motor skills, movement patterns, tactics, and strategies which contribute to a physically literate and active lifestyle.

Motor Skills and Movement Patterns

PEPF.1 The physically educated student demonstrates competency in a variety motor skills and movement patterns.

- a. Demonstrates competency skills in two or more lifetime activities.
- b. Demonstrates competency in one or more skills in the health-related and skill-related fitness components.
- c. Demonstrates competence while performing skills in a variety of settings or activities to include fitness activities, sport, rhythms, and other lifetime and recreational activities.

Movement Concepts and Principles

PEPF.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Applies types of strength (isometric, concentric, etc.) and stretching (static, proprioceptive, etc.) exercises for personal fitness development.
- b. Applies the principles of progression, overload, and specificity as it relates to skill development and fitness levels.
- c. Applies target heart rate to a personal fitness plan.
- d. Describes muscle groups, bones, and joints which facilitate movement.
- e. Compares and contrasts skeletal muscle-fiber types.
- f. Compares and contrasts the differences in aerobic and anaerobic activities.
- g. Identifies the effects of performance-enhancing, over-the-counter, and illegal drugs on the body.
- h. Applies the FITT principle (Frequency, Intensity, Time, and Type) to skill and fitness development.
- i. Explains the cardiorespiratory response to exercise and physical activity.
- j. Differentiates between skill-related and health-related components of fitness.
- k. Compares the different types of muscular contractions.
- l. Demonstrates proper warm-up and cool-down protocol associated with different physical activities.
- m. Integrates a variety of strategies, tactics, concepts and skills during activities and sports.

- n. Critiques the impact of various factors on physical activity participation in college and career settings.

Fitness

PEPF.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Participates in the Georgia Fitness Assessment.
- b. Conducts self and peer fitness assessments.
- c. Uses the Georgia Fitness Assessment results to set personal SMART goals.
- d. Designs, implements, and monitors a personal fitness plan for improvement or maintenance based on the results of a health-related fitness assessment.
- e. Utilizes a personal fitness plan to evaluate and provide rationale for improvement or lack of improvement.
- f. Designs a proper warm-up and cool-down protocol within a personal plan.
- g. Tracks physical activity using an activity journal, computer software, apps, technology, or other methods.
- h. Discusses the benefits of a physically active lifestyle.
- i. Explains the relationship between physical activity, nutrition, and body composition.
- j. Creates a nutritional plan to maintain an energy balance for a healthy and active lifestyle.
- k. Identifies healthy nutritional practices for before, during, and after exercise.
- l. Identifies the benefits of participating in a fitness program that includes muscular strength, muscular endurance, and flexibility.
- m. Identifies issues associated with exercising in heat and cold.
- n. Explains the relationship between heat, heat index, and Air Quality Index (AQI) as they relate to safe outdoor physical activity.
- o. Evaluates the validity of claims made by commercial products and programs related to personal fitness.
- p. Monitors physiological responses to individual levels of exercise intensity.

Personal and Social Behavior, Rules, Safety, and Etiquette

PEPF.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Identifies and uses proper attire for physical activity.
- b. Employs self-management skills to analyze potential barriers to physical activity.
- c. Accepts differences between personal characteristics and individual performance levels.
- d. Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
- e. Recognizes and applies practices for participating safely in physical activity (e.g., injury prevention, hydration, use of equipment, implementation of rules, and sun protection).
- f. Describes risks and safety factors that might affect physical activity throughout life.

PEPF.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Critiques the impact of various factors on physical activity participation in college and career settings.
- b. Recognizes the health benefits of physical activity.
- c. Identifies the opportunities for social interaction in physical activity settings.
- d. Identifies the benefits of health-related fitness and their contribution to overall wellness.
- e. Identifies local facilities available for fitness activities.

