

Chapter Review:

Helps you reinforce what you've learned in the chapter's two lessons.

Thinking Critically:

Requires the use of critical-thinking skills to apply chapter information.

Project: Provides an enrichment activity for use outside the classroom.

CHAPTER REVIEW

Reviewing Concepts and Vocabulary

Answer items 1 through 5 by completing each sentence with a word or phrase.

1. Illness is the negative component of health. The positive component of health is called _____.
2. A hypokinetic condition is a health problem caused by _____.
3. The component of fitness that refers to the ability to move joints through a wide range of motion without injury is called _____.
4. The _____ is a series of steps that can help you make good decisions and solve problems.
5. The science that uses principles of physics to understand the motion of the human body is called _____.

For items 6 through 10, match each term in column 1 with the appropriate phrase in column 2.

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| 6. muscular endurance | a. movement of the body using larger muscles |
| 7. agility | b. component requiring both strength and speed |
| 8. pedagogy | c. ability to change body position quickly |
| 9. physical activity | d. art and science of teaching |
| 10. power | e. ability to use muscles continuously without tiring |

For items 11 through 15, respond to each statement or question.

11. What is physical fitness?
12. How do health-related physical fitness and skill-related physical fitness differ?
13. What are the characteristics of physical literacy?
14. What are some important factors to consider when choosing a warm-up before your workout?
15. What are some guidelines for effective communication?

Thinking Critically

Write a paragraph to answer the following question.

You are asked to make an important decision about your fitness, health, or wellness. How would you use the scientific method to make that decision?

Project

Interview several healthy older adults about their fitness, health, and wellness, then present the information to a group such as your class or family members. Ask questions such as these: How would you rate your health? How would you rate your wellness? How would you rate your health-related physical fitness? (Ask the person to use ratings such as good fitness, marginal fitness, and poor fitness.) How do you think teens rate their fitness, health, and wellness compared to people your age?

In addition to all the textbook features, the *Fitness for Life* program includes several other components:

- **Student Web Resource:** You have access to a variety of resources in the *Fitness for Life, Seventh Edition, Web Resource*. These resources will aid your understanding of the textbook content and include video clips that demonstrate how to do the self-assessment exercises in each chapter

and the exercises in chapters 10, 11, and 12, chapter reviews, and vocabulary terms with English and Spanish definitions and audio pronunciations.

- **Teacher Resources:** Your teacher has access to lessons and activities that you can do to better learn and understand the information in this textbook.

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