

**Groton Public Schools
Curriculum Map**

INTRODUCTION

Course Title: Fitness

Curriculum Area and Grade: PE-Grade 8

BOE approved 9/27/2021

Course Purpose:

This curriculum empowers students to understand and appreciate the value of being physically active and to develop the motivation for making healthy life choices. The fitness course focuses on both learning about and learning through physical activity. We aim to assist students in developing and maintaining a healthy level of physical activity and fitness. This class will continue the pursuit of fostering an environment which encourages cooperation, teamwork, and self awareness.

Major Learning Goals and Understandings:

The goals Fitness are to encourage and enable students to:

- explore modalities of Strength Concepts, training principles, and proper warm up/cool down
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility

Units/Theme/Concept and # of Weeks

Quarter = 9 weeks, Semester = 18 weeks, Trimester = 12 weeks, Year = 36 weeks --- usually spread over 40 weeks

1. Fitness	2.
3.	4.

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Part 1 - Fitness			
Grade: 8	Subject: PE	Course: Fitness	Length of Unit: (22-23 classes)

Connecticut State Standards	
Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	
Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	

Part 2 – Standards	
<p style="text-align: center;">Key (GLE) Content Knowledge and Concepts/Skills</p> <p><u>Objective B: Planning for Performance</u></p> <p>i.. Develop goals to enhance performance</p> <p><u>Objective C: Applying and Performing</u></p> <p>i. Recall and apply a range of skills and techniques effectively</p> <p>ii. Recall and apply a range of strategies and movement concepts</p> <p>iii. Recall and apply information to perform effectively</p>	<p><u>Key Concept: Logic</u></p> <p><u>Related Concepts:</u></p> <p><u>Movement and Balance</u></p> <p><u>Global Context: Scientific and Technical Innovation</u></p> <p><u>Exploration: adaptation, ingenuity and progress</u></p>

Student Inquiry		Skill Category and Cluster:
<p>The students will know:</p> <ol style="list-style-type: none"> 1. In order for students to recall and apply information to perform effectively students must demonstrate knowledge and awareness. 2. In order for students to describe and summarize protocols, they must research and develop appropriate practices 	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Students will develop a specified overview of real life exercises and protocols 2. Students will work together to design and demonstrate the topic of choice. 	<ol style="list-style-type: none"> 1. Self Management and Research Skills 2. Social and Collaboration Skills

Statement of Inquiry and Essential Questions

Statement of Inquiry: Adaptation of movement and balance ensures progress.

Essential Questions:

Factual: What is fitness?

Conceptual: List and describe an overview of health and wellness protocols.

Debatable: What is the best workout to achieve physical fitness?

Part 3 – Common Unit Assessments

Outline of summative assessment task(s) including assessment criteria:

GRASPS

Goal: Students will develop a plan to rehabilitate clients that have specific goals or outcomes.

Role: Strength and Conditioning facilitator

Audience: A person looking for overall health help, or executing fitness goals.

Situation: Setting up a workout for a person to try as their first class in fitness.

Product: Improved fitness results

Standards: Your work will be judged by criterion B & C

Relationship between summative assessment task(s) and statement of inquiry:

Students will develop a plan to facilitate clients that have specific goals or outcomes. Students will be graded on the quality of the therapy protocol and the ability to design a workout based on the fitness improvements of the individual.

Part 4 – Common/Assured Learning Experiences

Action: Teaching and learning through inquiry

Content (subject standard and criterion strand)	Disciplinary learning engagements and teaching strategies	Formative Assessment	Differentiation
<p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p>	<ul style="list-style-type: none"> -Teacher model -Peer demonstration -Meaningful feedback -Video Modeling -Positive Reinforcement -Appropriate Student Groupings -Guided Discovery -Self Reflection 	<ul style="list-style-type: none"> -Observe student's participation and progression of the activity -Peer assessment using rubric -Teacher and student discussion on proper dance etiquette -Think / pair / share -Student designed activities 	<ul style="list-style-type: none"> -Bullet point responses -Picture responses -Oral response -More opportunities for success in activity -Multi Skill Movements
<p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<ul style="list-style-type: none"> -Teacher model -Peer demonstration -Meaningful feedback -Video Modeling -Positive Reinforcement -Appropriate Student Groupings -Guided Discovery -Self Reflection 	<ul style="list-style-type: none"> -Observe student's participation and progression of the activity -Peer assessment using rubric -Teacher and student discussion on proper dance etiquette -Think / pair / share -Student designed activities 	<ul style="list-style-type: none"> -Bullet point responses -Picture responses -Oral response -More opportunities for success in activity -Multi Skill Movements

Weekly Layout of the Agenda – For those of you who like to look at a one pager to see what your daily schedule will look like. And when you forget what one of those bullets is talking about you can find it in the unit planner with a brief description to remind you of what you are doing!

<u>Day 1</u> Introduction to fitness. Science component description of fitness modalities	<u>Day 2</u> Every Minute on the Minute Workout (EMOM)	<u>Day 3</u> Tabata Training	<u>Day 4</u> HIIT Training	<u>Day 5</u> Circuit Training
<u>Day 6</u> Core Training	<u>Day 7</u> Station Exercises (Machines in the room)	<u>Day 8</u> Continuation of Station Exercises (Machines in the Room)	<u>Day 9</u> Cardio Machines (Training exercises)	<u>Day 10</u> Cables, Medicine Balls, Box Jumps
<u>Day 11</u> Strongman Training	<u>Day 12</u> Gymnastic/Plyo Workout	<u>Day 13</u> AMRAP (as many rounds as possible)	<u>Day 14</u> Chipper Challenge (100-75-50-25-10-5)	<u>Day 15</u> Introduction to final assessment
<u>Day 16</u> Work on final assessment	<u>Day 17</u> Work on final assessment	<u>Day 18</u> Work on final assessment	<u>Day 19</u> Work on final assessment	<u>Day 20</u> Final assessment