KUTZTOWN AREA SCHOOL DISTRICT

Maximize potential, embrace change, create the future

Online Fitness Curriculum

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Course Description: This class will give you the tools you need to reach your fitness goal and for a longer healthier life. The purpose of this course is to (a) acquire knowledge of physical concepts (b) understand the influence of lifestyle on health and fitness, and (c) begin to develop an optimal level of fitness.

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Unit #/Title	1-Why Use a Fitness Tracker to Evaluate Your Fitness Goals	Time Frame	5 Classes

Stage 1 - Identify Desired Results

Standards

Pennsylvania State Standards:

10.3.12.D Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.
10.4.9.A Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.
10.4.12.A Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
10.4.12.B Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.

- social
- physiological
- psychological

10.4.12.F Assess and use strategies for enhancing adult group interaction in physical activities.

- shared responsibility
- open communication
- goal setting

Big Ideas	Essential Questions
• Individuals who learn how to monitor their heart rate, steps and calories are additional confident and more likely to participate in health-enhancing forms of physical activity throughout life.	• How does using a fitness monitor help when trying to evaluate your workouts? • How can a fitness tracker motivate students outside of the classroom regarding their health and fitness?
Content	**Skills**
• Fitbit • How physical fitness can help you	• Identify proper etiquette when walking on the track • Explain how far a mile is on the track • Explain what good quality sleep is • Identify how to read a Fitbit • Describe how to program a Fitbit • Explain how to enter workouts into a Fitbit • Explain why 10,000 steps are ideal

Unit #/Title	2-Walking	Time Frame	20 Classes

Stage 1 - Identify Desired Results

Standards

Pennsylvania State Standards:

10.4.12.A Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
10.4.9.B Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
- stress management
- disease prevention
- weight management

10.4.12.B Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.
- social
- physiological
- psychological

10.4.9.D Analyze factors that affect physical activity preferences of adolescents.
- skill competence
- social benefits
- previous experience
- activity confidence

Big Ideas	Essential Questions
• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life. • Finding enjoyable recreational activities can motivate people to participate more regularly in physical activity.	• What safety considerations are important to avoid injuries while participating in a walking program? • How can an understanding of properly warm-up prior to participation in any physical activity be beneficial to your workouts? • How does regular participation in a self-selected program of moderate physical activities improve a person's physical health?

Content	Skills
• Walking etiquette • Warm up and cool down • Different types of walking • Stretching • Walking form • Safety rules associated with walking outside	• Explain how to reduce or prevent injuries while walking. • Explain walking 101 • Identify proper warm up and cooldown exercises • Explain proper walking techniques • Demonstrate the benefits of holding a stretch for 15 to 30 seconds. • Explain the benefits of walking and low impact exercises.

Unit #/Title	3- Basic Nutrition	Time Frame	5 Classes

Stage 1 - Identify Desired Results

Standards

Pennsylvania State Standards:

10.1.12.B Evaluate factors that impact the body systems and apply protective/ preventive strategies:

- Fitness level; Environment (e.g., pollutants, available health care)
- Health status (e.g., physical, mental, social)
- Nutrition.

10.1.12.C Analyze factors that impact nutritional choices of adults:

- Cost; Food preparation (e.g., time, skills)
- Consumer skills (e.g., understanding food labels, evaluating fads)
- Nutritional knowledge
- Changes in nutritional requirements (e.g., age, physical activity level).

10.2.12.C Compare and contrast the positive and negative effects of the media on adult personal health and safety.nia

Big Ideas	Essential Questions
• Knowledge of nutrition is critical in making healthy food choices.	• How can a personal meal plan improve an individual's physical health and wellness? • How can dietary choices act as medicine in the body? • How does information on a nutrition food label help you determine the best food choices?
Content	**Skills**
• Benefits of eating • Body Image • Process Foods • Self selected Activities that improve fitness • 6 essential nutrients • Calorie counting • My plate • Food Labels • Influence of food choices on physical performance	• Identify why we eat • Identify the 6 nutrients found in food • Determine how many calories are in foods • Design a menu for specific types of diets • Examine fad diets • Provide a justification for eating healthy • Identify healthy snacks

Unit #/Title	4- Target Heart Rate	Time Frame	5 Classes

Stage 1 - Identify Desired Results

Standards

Pennsylvania State Standards:

10.4.9.C Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.
- exercise (e.g., climate, altitude, location, temperature)
- healthy fitness zone
- individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)
- drug/substance use/abuse

Big Ideas	Essential Questions
• Knowing how our bodies move and function helps us stay safe during exercise.	• What modifications might be made to a cardiovascular workout to ensure that a person remains at their target heart rate? • How do I use my target heart zone to improve my health and wellness?

Content	Skills
• Resting Heart rate • Target heart rate zone • Improving heart rate • Where to take heart rate • Heart rate indicator • Ways to monitor heart rate	• Perform physical activities and calisthenics that enhance and improve target heart rate. • Demonstrate the proper way to take heart rate • Analyze what causes heart rate to rise and drop • Demonstrate exercises that help them reach a certain heart rate • Describe the target heart rate zone

Unit #/Title	5-5 Components of Fitness	Time Frame	5 Classes

Stage 1 - Identify Desired Results

Standards

Pennsylvania State Standards:

10.5.9.A Describe and apply the components of skill-related fitness to movement performance.
- agility
- balance
- coordination
- power
- reaction time
- speed

10.5.12.A Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.

Big Ideas	Essential Questions
• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.	• How can learning about the five components of fitness improve your overall health? • What is the difference between exercises for muscular endurance and exercises for muscular strength?
Content	**Skills**
• 5 components of fitness • BMI	• Explain the five fitness components • Describe how being physically active leads to a healthy body • Identify different types of physical activities for each Component of Fitness • Identify muscles used during health related skill exercises • Knowledge of reducing health risk by improving cardiovascular endurance • Use the BMI chart to evaluate fitness

Unit #/Title	6- 6 Skill Related Fitness Components	Time Frame	5 Classes

Stage 1 - Identify Desired Results

Standards

Pennsylvania State Standards:

10.5.9.A Describe and apply the components of skill-related fitness to movement performance.
- agility
- balance
- coordination
- power
- reaction time
- speed

10.5.12.A Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.

10.5.12.E Evaluate movement forms for appropriate application of scientific and biomechanical principles.
- efficiency of movement
- mechanical advantage
- kinetic energy
- potential energy
- inertia
- safety

Big Ideas	Essential Questions
• Developing skill related fitness components increases student success in activities they enjoy, or may become to enjoy later in life.	• How does your personal fitness portfolio include health related fitness?
Content	**Skills**
• Skill Related terminology • Specificity	• List the six skill related fitness components • Explain how skill related terminology helps us monitor out personal goals • Perform a variety of skills at develope mentally appropriate levels • Explain and give an example of how to measure each skill related component of fitness in a movement/ exercise • Explain the Specificity Principle

Unit #/Title	7- Create Your Own Personal Fitness Plan	Time Frame	15 Classes

Stage 1 - Identify Desired Results

Standards

Pennsylvania State Standards:

10.3.12.D Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.
10.4.9.A Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.
10.4.12.A Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
10.4.9.E Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.

- personal choice
- developmental differences
- amount of physical activity
- authentic practice

10.4.12.F Assess and use strategies for enhancing adult group interaction in physical activities.

- shared responsibility
- open communication
- goal setting

Big Ideas

- Following proper training guidelines and techniques can help individuals reach their health and fitness goals.

Essential Questions

- How does one know that a fitness plan is effective?
- Why is using a variety of physical activities important?
- How are your current fitness goals likely to change over time?

Content

- Components of exercise sessions
- Muscle terminology
- Correct exercise mechanics
- Knowledge of exercises
- Principles of program design
- Goals
- Checkpoints
- Motivation techniques

Skills

- Explain the components of an exercise session.
- Create a fitness goal
- Create a personal Fitness plan
- Analyze fitness data
- Demonstrate good time management
- Safely perform exercises
- Demonstrate different ways of lifting
- Analyze the correct form when lifting
- Identify and describe how different types of fitness activities influence the muscular and cardiovascular systems
- Explain how developing competencies in fitness and conditioning activities can increase confidence and encourage lifelong participation in physical activities.
- Demonstrate opportunities to make positive connections with self attitude and mindset.

Unit #/Title	8- DOMS (Delayed Onset to Muscle Soreness)	Time Frame	2 Classes

Stage 1 - Identify Desired Results

Standards

Pennsylvania State Standards:

10.3.12.D Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.
10.4.9.A Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.
10.4.12.A Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
10.4.12.C Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.
- aging
- injury
- disease

10.4.12.D Evaluate factors that affect physical activity and exercise preferences of adults.
- personal challenge
- physical benefits
- finances
- motivation
- access to activity
- self-improvement

10.4.9.E Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.
- personal choice
- developmental differences
- amount of physical activity
- authentic practice

10.4.12.E Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.
10.5.12.A Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.

Big Ideas	Essential Questions
• Our personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels.	• How can I try to stop DOMS from happening?
Content	**Skills**
• Fatigue • Recovery • Movements during physical activities and sporting events • Different training methods • Short term effects of exercise • Online workouts • Classes at a gym • Home workout	• Explain DOMS • Describe the short term effects of exercise on the body • Explain how long your muscles need to rest to reduce over training • Identify different training methods • Difference between muscle injury and DOMS • Identify ways to care for a muscle injury • Use RICE principle to treat injuries

Unit #/Title	9 - Anatomy of the Human Body	Time Frame	28 Classes

Stage 1 - Identify Desired Results

Standards

Pennsylvania State Standards

10.4.9.A Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.
10.4.12.A Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
10.4.12.E Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.
10.5.12.A Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.

Big Ideas	Essential Questions
• Individuals who learn to appreciate and value the benefits of strength and conditioning, learn their muscles and learn exercises that are effective are more likely to participate in health-enhancing forms of physical activity throughout life.	• How does knowing the muscles help when developing a weight-training program? • How does collaborating with workout friends expand your fitness knowledge?
Content	**Skills**
• Personalized fitness program • Appropriate exercises techniques for workouts • Essential vocabulary of the muscles • Strategy reflection • Know what muscles are used with each exercise • Benefits of physical fitness (Aerobic vs. Anaerobic) • Plane of the body	• Demonstrate the planes of the body • Explain the relationships between energy systems and muscle fibre types • Explain how knowing the muscles influences our health and well-being • Identify and describe how muscles produce movement in different parts of the body and how to train those muscles • Identify and describe the influences of different training styles on fitness results