



Personal Fitness - Unit 2 - Cardiorespiratory Endurance

Unit Focus

Students will explore different ways to engage in cardiorespiratory fitness during this unit. Students will learn about the health benefits of an active lifestyle that promotes cardiorespiratory wellness and the risk factors associated with poor heart health. By participating in various cardio experiences, students will be exposed to ways to incorporate more cardiorespiratory activity into their daily lifestyle in pursuit of health. Lessons will include steady-state cardio exercises such as jogging, hiking, rowing, high-intensity interval training such as circuit training, bodyweight exercises, and jumping rope. The unit aims to encourage students to find an activity they enjoy and provide stress relief so that they are more likely to continue improving their cardiorespiratory fitness outside of the classroom. Students will complete the official PACER test for the CT State Fitness Assessment and compare the newest data set to their benchmark data as they monitor and adjust their fitness goals.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
CT School Counseling Standards CT Counseling: 9-10 - Apply knowledge of aptitudes and interests to goal setting (A6.1) - Evaluate and reflect on their actions and modify as necessary (A6.3) Healthy and Balanced Living Curriculum Framework Health Education 9-12 - Examine the controllable factors that contribute to optimal wellness and chronic diseases (i.e., heart disease, cancer, diabetes, hypertension, and osteoporosis). Intake (food, air, water, substances) Output (physical activity and movement; elimination of waste) Sleep Stress Management (OWDP 1.3.12) - Assess personal health practices and behaviors. (GS 6.1.12) - Set a realistic personal health goal. (GS 6.2.12) - Develop a plan to attain a personal health goal. (GS 6.4.12) - Implement strategies, including self-monitoring, to achieve a personal health goal. (GS 6.5.12) - Analyze the role of individual responsibility in enhancing personal health. (SM 7.1.12) - Evaluate and assess personal practices and behaviors that reduce or prevent health risks. (SM 7.2.12) Physical Education 9-12 - Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)	<i>Students will be able to independently use their learning to...</i> T1 Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 People develop self-confidence and self respect by identifying personal strengths and weaknesses and building upon them. U2 Individuals select from a variety of strategies to use in order to reduce stress in applicable situations. U3 Individuals engage in stress reducing activities in order to maintain a balanced lifestyle. U4 Individuals tackle obstacles by using a variety of strategies and techniques that move them forward. U5 Students demonstrate various strategies when making decisions to enhance health.	<i>Students will keep considering...</i> Q1 What control do I have over the path my life takes? Q2 What makes a goal worthy of pursuit and perseverance? Q3 How do I monitor my progress towards a goal? Q4 How are short term goals used to achieve long term goals? Q5 What strategies do I have to make health-enhancing decisions?

Stage 1: Desired Results - Key Understandings

- Demonstrates the ability to investigate the relationships among physical activity, nutrition, and body composition. (S3.H1.L2)
- Demonstrates the ability to apply rates of perceived exertion and pacing. (S3.H3.L2)
- Demonstrates the ability to relate physiological responses to individual levels of fitness and nutritional balance (S3.H8.L1)
- Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan. (S3.H10.L1)
- Demonstrates the ability to adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity (S3.H10.L2)
- Demonstrates the ability to analyze the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals (S3.H12.L2)
- Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed (S4.H1.L1)
- Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)
- Demonstrates the ability to analyze the health benefits of a self-selected physical activity (S5.H1.L1)
- Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

Madison Public Schools Profile of a Graduate

Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 SMART Goals are specific, measurable, attainable, relevant, and time-bound.
K2 creating key steps to achieve goals is a good method to help support their progress toward the goal.
K3 data and evidence are key factors in determining progress toward a goal.
K4 resting heart rate is an indicator of your level of cardiorespiratory fitness
K5 a low resting heart rate is indicative of heart efficiency
K6 that the more time spent/predominantly cardio-based activities improve their resting heart rate and thereby heart health.
K7 Vocabulary: resting heart rate, target heart rate training zone, perceived rate of exertion, cardiorespiratory endurance, BPM (beats per minute), aerobic respiration, anaerobic respiration, EPOC, steady-state cardio, HIIT, metabolism, mitochondria

Skill(s)

Students will be skilled at...

S1 create a SMART Goal that considers the various types of cardio exercise while determining which activities fit their lifestyle and goal.
S2 identifying cardio-based activities that best fit their lifestyle and needs.
S3 calculating their resting, target, and max heart rate.
S4 evaluating their perceived rate of exertion during a variety of cardiorespiratory activities.
S5 using key vocabulary in explaining how cardiorespiratory activities correlate to fitness and heart health.