



Personal Fitness - Unit 4 - Muscular Strength and Endurance

Unit Focus

Students will learn the difference between muscular strength and endurance and how to improve each fitness component. Students will consider their fitness test data, interests, and accessibility to equipment and fitness locations as well as their interests and goals as they create a fitness plan to continue beyond this course. Students will also complete the curl-up and push-up test for the CT State Fitness Assessment and compare their new results to those from the beginning of the year. Ultimately, students will synthesize and apply this year's learning and experiences to develop their "Tabata" routine. The Tabata routine is developed by reviewing their goals and performance from this course as they create a multi-faceted fitness routine that can be completed beyond this class as a regular fitness program.

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 - 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) - Use strategies to overcome barriers to achieving a personal health goal. (GS 6.6.12) - Analyze the role of individual responsibility in enhancing personal health. (SM 7.1.12) Physical Education 9-12 - Demonstrates competency in two or more specialized skills in health-related fitness activities. (S1.H3.L2) - Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.H1.L1) - 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 Develop skills, knowledge, and concepts through practice and analysis of results.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Individuals self-monitor through past experiences to make adjustments and create opportunities to gain self-control. U2 People develop an authentic drive to take risks and pursue personal goals based on the elements of choice, purpose, and self-fulfillment. U3 Data provides evidence for fitness metrics and should be used when setting goals and developing plans for improvement.	<i>Students will keep considering...</i> Q1 What control do I have over the path my life takes? Q2 What strategies do I have to make health-enhancing decisions? Q3 How can I use data to create a plan to improve my fitness?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 muscle groups contain more than just one muscle and different exercises target these muscles. K2 there are multiple exercises lifts that can target the same muscle group.	<i>Students will be skilled at...</i> S1 applying appropriate terminology to describe various movement patterns. S2 selecting appropriate exercises for the target muscle group.

Stage 1: Desired Results - Key Understandings

- Demonstrates appropriate technique on resistance training machines and with free weights (S3.H7.L1)
- Demonstrates the ability to design and implement a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)
- Demonstrates the ability to identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)
- Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (S4.H2.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)
- Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

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- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG. 1.2)
- Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG. 2.1)

K3 the principle of specificity refers to the engagement in activities that will train for a certain outcome (endurance vs. strength)

K4 Vocabulary: sets, reps, split, progressive overload, major muscle groups (pectorals, deltoid, trapezius, quadriceps, hamstring, gastrocnemius, rhomboids, bicep, tricep), movement ranges (extension, flexion, push, pull, isometric, eccentric, concentric), principle of specificity, Posterior/Posterior Chain, Anterior

K5 that Tabata is a form of high intensity physical training in which very short periods of demanding activity are alternated with resting periods. Typically about 20 seconds of work with 10 seconds of rest over a 4 minute period.

S3 adapting to constraints such as time, space, physical limitations, equipment, etc.
S4 creating a fitness routine that is easily accessible for them so that they can continue to improve their physical fitness beyond this course.