



Personal Fitness - Unit 3 - Dynamic Movements

Unit Focus

Students will engage in activities that reinforce the skill-related components of fitness that ultimately support their pursuit of the health-related components of fitness. Students will experience physical activities that improve their dynamic movements, range of motion, and flexibility, such as yoga, tai chi, reaction time games, and weight training using body weight and machine training. Students will learn the importance of these movements for injury prevention, stress relief, and improved flexibility and range of motion that can translate into many other physical activities. Students will once again compare data from this unit, including the state Sit and Reach Connecticut Fitness Test to their baseline data and set a goal to continue to improve their fitness.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
CT School Counseling Standards CT Counseling: 9-10 <ul style="list-style-type: none">• 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)• 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)• Demonstrate healthy practices and behaviors to improve the health of oneself and others (SM 7.3.12) Physical Education 9-12 <ul style="list-style-type: none">• Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games). (S1.H1.L1)	<i>Students will be able to independently use their learning to...</i> T1 Analyze current fitness levels and apply understanding of health and fitness components to improve overall well-being. T2 Demonstrate improved physical performance in skills and movement patterns.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Students identify personal likes and dislikes and allot time to pursue their interests. U2 People develop an authentic drive to take risks and pursue personal goals based on the elements of choice, purpose, and self-fulfillment. U3 Individuals tackle obstacles by using a variety of strategies and techniques that move them forward. U4 By learning a variety of fitness activities, individuals are able to develop a creative plan to continue working toward fitness goals by engaging in enjoyable pursuits.	<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 are short term goals used to achieve long term goals? Q4 How can I apply fitness techniques to improve overall well-being?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Dynamic movement is a way we move from one location to another using our body and muscles. A dynamic movement can include one of or the combination of the following directional movements (lateral movement: side	<i>Students will be skilled at...</i> S1 Demonstrating healthy practices and behaviors to improve the health of oneself and others.

Stage 1: Desired Results - Key Understandings

- 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)
- 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 design a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen field of work. (S3.H12.L1)
- 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 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)

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- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)

to side, left to right, linear movement (forward and backward), diagonal movement (both linear and lateral at the same time) rotational movement (turns the body to face a different direction).

K2 Proprioceptive Neuromuscular Facilitation (PNF): stretching technique utilized to improve muscle elasticity and has been shown to have a positive effect on range of motion. The three types include the contract - relax method and the agonist-contract method, and a contract-relax and agonist contract combination.

K3 Agility: Being agile is all about being able to change your direction and the speed at which you are travelling, quickly and efficiently. This is common in sports such as football and rugby where the player with the ball dodges a defender, or in badminton or tennis, moving around the court quickly to reach the shuttlecock/ball in time.

K4 Power: Power is the product of strength and speed. When we perform a task as quickly and as forcefully as we can, the result is powerful.

K5 Reaction time: Reaction time is how quickly your brain can respond to a stimulus and initiate a response. This is important in most sports. The most obvious being responding to the gun at the start of a race, but also a goalkeeper saving a penalty, or a badminton player reacting to a smash shot.

K6 Coordination: Coordination is the ability to use the body parts and senses together to produce smooth efficient movements.

K7 Balance: Balance is the ability to maintain equilibrium while stationary or moving. Balance is important in all kinds of sporting situations, most notably in gymnastics and ballet but also contact sports where having good balance may prevent you from being tackled to the floor! Balance is linked to agility, as in order to quickly and efficiently change direction you must be balanced.

K8 Speed: Speed is defined as the ability to move a body part quickly. Speed is not always about how quickly you can move your whole body from A to B. It also relates to body parts. For example, when playing golf, the speed of your arms and upper body in creating the swing are vital in driving the ball over a long distance.

K9 Good flexibility can improve range of motion of muscles and connective tissues to allow for more functional movement

K10 Flexibility exercises are activities that improve the ability of the muscle to increase/maintain elasticity necessary for carrying out daily tasks and physical activity.

K11 Static stretching (Static stretching involves stretching a muscle to near its furthest point and then holding that position for at least 15-20 seconds)

K12 Vocabulary: Range of motion, Flexibility, Static stretching, dynamic stretching, mobility, and skill related components of fitness (Balance, speed, coordination, agility and power, reaction time).

S2 Demonstrating how the ability to use movement concepts and principles to analyze and improve performance of self and/or others in a selected skill.

S3 Designing a fitness routine using movement concepts and principles to improve performance in a selected skill.

S4 Evaluating and assessing personal practices and behaviors that reduce or prevent health risks.

S5 Demonstrate understanding of how the skill related components of fitness are used in physical fitness and how certain exercises can improve these.