

Physical Education IV

Implement start year – 2014-2015

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Unit #2, topic – Personal Physical Fitness

Transfer goal: Students will be able to independently use their learning to increase their personal fitness level.

Stage 1 – Desired Results

Established Goals

2014 NJSLS Standard(s), Strand(s)/CPI #

(<http://www.state.nj.us/education/cccs/2014/chp>)

Standard 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to development and maintain a healthy, active lifestyle.

- A. Movement Skills and Concepts
- C. Sportsmanship, Rules, Safety

Standard 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

- A. Fitness and Physical Activity

21st Century Themes (www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Enduring Understandings:

Students will understand that . . .

EU 1

Students will understand that safely engaging in physical activity will improve their overall quality of life beyond their high school years.

EU 2

Students will understand that continuing to perform cardiovascular exercises will improve their quality of life.

EU 3

Students will understand that engaging in muscular based exercises will improve their overall quality of life.

EU 4

Students will understand that participating in daily stretching will help increase flexibility, help prevent injury and improve their overall quality of life.

Essential Questions:

EU 1, 2

- What does it mean to be fit?
- How can different activities improve cardiovascular fitness?
- How can you challenge yourself in the future?
- What does exercising safely look like?
- How can I incorporate fitness into my life after I graduate?

EU 3

- What does it mean to be strong?
- Why is core strength and endurance essential for performing daily activities?
- Are muscular endurance and cardiovascular endurance the same thing?
- What are ways I can engage in strength training after high school?

EU 4

- Why is flexibility important?
- How does daily stretching increase ones flexibility?
- Does stretching decrease the chances of injury?
- How can flexibility slow the aging process and prevent injury?

<p><u>Knowledge:</u> Students will know . . .</p> <p><i>EU1</i></p> <ul style="list-style-type: none"> • how to match physical activity to a health goal. • examples of fitness activities that can be continued after high school. <p><i>EU2</i></p> <ul style="list-style-type: none"> • reasons why raising your heart rate is beneficial. • Types of cardiovascular exercises that enhance their daily lives <p><i>EU3</i></p> <ul style="list-style-type: none"> • how to identify exercises that will increase their muscular strength, power, and endurance. <p><i>EU4</i></p> <ul style="list-style-type: none"> • how to perform stretches that will enhance their daily life. 	<p><u>Skills:</u> Students will be able to . . .</p> <p><i>EU1</i></p> <ul style="list-style-type: none"> • perform specific lifetime activities to enhance their fitness level. • model various fitness activities throughout their lives. <p><i>EU2</i></p> <ul style="list-style-type: none"> • use their pulse/heart rate to determine effectiveness of an activity. • properly raise their heart rate throughout their lives. • how to perform cardiovascular exercises that enhance their daily life. <p><i>EU3</i></p> <ul style="list-style-type: none"> • engage in muscular based exercise to improve their overall quality of life. <p><i>EU4</i></p> <ul style="list-style-type: none"> • demonstrate static and dynamic stretching exercises.
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Stage 2 – Assessment Evidence

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<p>Other Recommended Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none"> • Evaluation of Proper Pulse Taking • Demonstration of Skills • Written Assessment on Activity • Teacher Observation • Participation • Peer/Self Assessment of Skill
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Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

The activities listed in all four of the LRHSD approved Physical Education curricula (9th-12th grades) can be interchanged due to safety of the activity/sport, inclement weather and/or limited gym/field availability, as long as the activity/sport is aligned with the desired goals of that curriculum's specific big idea(s).

The following activities are examples of applicable alternative activities: kick ball, wiffle ball, indoor soccer, ultimate Frisbee, king pin, guard the pin, tag games, aerobic exercises/jump rope, stations, jogging, walking, wall ball, four square, weight room, street hockey, pillow polo, volleyball, badminton, pickle ball, tennis, team hand ball, indoor football, yoga, karate, guest speakers, ping-pong, Wii, basketball variations, speed ball, square crab soccer, and moon ball.

- Identify the proper execution and attempt to execute skills that will enhance: flexibility, muscular strength, power and endurance, cardiovascular endurance. **A**
- Teacher will introduce terminology specific to each activity/concept to the students. **A**
- Students will review the study guide for activity specific information. **A**
- Identify and/or demonstrate proper warm up and safe exercise techniques. **A, M**
- Apply the principle of overload to the fitness activities, which will lead to an increased physical fitness level. **T**
- Apply basic terminology and related skills. **M**
- Calculate their target heart rate zone during physical activity to match a desired goal. **M, T**
- Apply the principle of specificity to activities, which will lead to the ability to match an activity with a specific fitness component. **M, T**
- Use biofeedback, specifically pulse rate to determine if an activity met the desired goal. **T**