

**Course: Physical Education Three
Unit 3- Personal Physical Fitness**

Year of Implementation: 2019-2020

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

2014 NJSL 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 develop 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

**New Jersey Student Learning Standards
21st Century Life and Careers**
(<https://www.nj.gov/education/cccs/2014/career/9.pdf>)

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.

- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life Standards

9.1 Personal Financial Literacy

9.2 Career Awareness, Exploration, and Preparation

9.3 Career and Technical Education

*Health Science Career Cluster

*Human service Career Cluster

Transfer Goal(s): Students will be able to independently use their learning to identify and demonstrate practices that promote lifelong habits and patterns for fit, healthy, and optimal childhood and adulthood.

Enduring Understandings:

Students will understand that . . .

EU 1

safely engaging in physical activity will improve their overall quality of life.

EU 2

performing cardiovascular exercises will strengthen the heart and improve their overall quality of life

Essential Questions:

EU 1

- What does it mean to be fit for me?
- Is it possible to exercise wrong?

EU 2

- What is the best way to improve cardiovascular fitness?

EU 3

engaging in muscular based exercises will increase both muscular strength and endurance, and improve their overall quality of life.

EU 4

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

- What adjustment do you need to make to improve your cardiovascular fitness?

EU 3

- What does it mean to be strong?
- What could happen without core and muscular strength?
- Are muscular endurance and cardiovascular endurance the same thing?
- Do you need to be powerful?

EU 4

- Is flexibility important?
- What are the implications of not improving your flexibility?
- How do we stretch to overcome chances of injury?
- Is stretching more or less important than doing the workout?

Knowledge:

Students will know . . .

EU 1

- examples of aerobic and anaerobic exercises.
- how to match activities that target specific fitness goals.
- the basic principles of overload and specificity.
- how to self assess one's level of fitness
- the relationship between heart rate and pulse.
- the components of a well designed personal physical fitness plan.
- the F.I.T. Principle.

Skills:

Students will be able to . . .

EU 1

- perform the movements required of selected aerobic and anaerobic activities.
- perform specific lifetime activities to enhance their fitness level.
- self-assess/analyze their own efforts, and modify an activity to improve the fitness benefits derived from it.

EU 2

- use their pulse to determine effectiveness of an activity.
- how to find their pulse.
- calculate their target and max heart rate.

EU 2

- the relationship between resting heart rate and the health of your heart.
- how to figure out maximum and target heart rate.
- how to safely increase your heart rate.
- examples of cardiovascular exercises

EU 3

- how to identify exercises that will increase their muscular strength, power, and endurance.
- how to perform exercises to improve muscular strength.

EU 4

- the different types of stretches.
- when to stretch to increase flexibility.

EU 3

- engage in muscular based exercise to improve their overall quality of life.
- use weight room equipment safely and with correct technique.
- identify which exercises correlate to which muscles.

EU 4

- physically demonstrate the various types of learned stretches.
- perform dynamic and static stretches effectively.

Stage Two - Assessment

Other Recommended Evidence:

- Evaluation of Proper Pulse Taking
- Quizzes/Test
- Teacher Observation
- Participation
- Self Assessment of Skills
- Demonstration of Skills and Weight Room Exercises

Stage Three - Instruction

***Learning Plan:* Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: 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: kickball, 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, pickleball, horseshoes, bocce, ladder golf, spikeball, corn hole, tennis, team handball, indoor football, yoga, karate, guest speakers, ping-pong, Wii, basketball variations, speed ball, rugby, square crab soccer, and moon ball.

- Identify and/or demonstrate proper warm up and safe exercise techniques. **A, M-** EU 1
- Apply the principle of overload to the fitness activities, which will lead to an increased physical fitness level. **A, T-** EU 1
- Apply basic terminology and related skills. **M-** EU 1, 2, 3, 4
- Students will review the study guide for activity specific information. **A-** EU 1, 2, 3, 4
- Teacher will introduce terminology specific to each activity/concept to the students. **A-** EU 2, 3, 4
- Calculate their target heart rate zone during physical activity to match a desired goal. **M, T-** EU 2
- Label weight room stations according to muscles being worked. **M-** EU 2
- Perform weight room exercises with proper form taught by teacher **M-** EU 2
- Use self assessments, specifically pulse rate, to determine if an activity met the desired goal. **T-** EU 2
- Identify the proper execution and attempt to execute skills that will enhance: flexibility, muscular strength, power and endurance, cardiovascular endurance. **A-**EU 2, 3, 4
- Apply the principle of specificity to activities, which will lead to the ability to match an activity with a specific fitness component. **M, T-** EU 2, 3, 4

Tailoring for Diverse Learners:

- Assess prior knowledge and skills through differentiated activities to accommodate different knowledge and skill levels.
- Provide students with open-ended questions, activities, assignments, and assessments that enable students to give different but equally valid responses.
- Appeal to various modalities (e.g., present information orally, visually, and writing)
- Accommodate students with different learning styles by providing opportunities for them to work alone and in groups.

