



Leisure PE - Unit 3 - Group Fitness

Unit Focus

During this unit, students will engage in HIIT cardio, dance fitness (zumba), muscular endurance circuit training using a variety of fitness equipment, and mobility activities like yoga and pilates. Students will engage in group fitness routines that focus on one or more of the health-related components of fitness (Flexibility, cardiorespiratory endurance, muscular endurance, and muscular strength).

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Healthy and Balanced Living Curriculum Framework Health Education 9-12 - Analyze the role of individual responsibility in enhancing personal health. (SM 7.1.12) - Demonstrate healthy practices and behaviors to improve the health of oneself and others (SM 7.3.12) Physical Education 9-12 - Demonstrates the ability to refine activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games). (S1.H1.L2) - Demonstrates competency in one or more specialized skills in health-related fitness activities. (S1.H3.L1) - 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 discuss the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1) - Demonstrates the ability to apply rates of perceived exertion and pacing. (S3.H3.L2) - Demonstrates the ability to evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements. (S3.H4.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)	<i>Students will be able to independently use their learning to...</i> T1 Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations. T2 Evaluate and identify mutually supportive group and individual relationships for the development of a positive and healthy self.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 engaging in leisure activities is often beneficial to a person's overall health and well-being as physical and social activity can relieve stress, keep a body healthy and create a network of friends. U2 Students identify personal likes and dislikes and allot time to pursue their interests. U3 Students demonstrate various strategies when making decisions to enhance health. U4 Individuals engage in stress reducing activities in order to maintain a balanced lifestyle.	<i>Students will keep considering...</i> Q1 What are my unique strengths, weaknesses likes and dislikes? Q2 What control do I have over the path my life takes? Q3 What strategies do I have to make health-enhancing decisions? Q4 How can I support and maintain my overall health and well-being?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Students will know that muscular strength is the ability to exert maximal force in one single contraction, such as lifting a weight that you could lift only once.	<i>Students will be skilled at...</i> S1 to analyze the components of skill-related fitness in relation to life and career goals and design an appropriate fitness program for those goals

Stage 1: Desired Results - Key Understandings

- 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 identify stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L1)
- Demonstrates the ability to use communication skills and strategies that promote team or group dynamics. (S4.H3.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 selfselected physical activity (S5.H1.L1)
- Demonstrates the ability to identify the opportunity for social support in a selfselected physical activity or dance. (S5.H4.L1)

Madison Public Schools Profile of a Graduate

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

K2 Students will know that muscular endurance is when less force is sustained over a longer period of time

K3 Students will know the benefits of High Intensity Interval Training.

K4 Students will know how to safely and appropriately use TRX bands.

K5 Students will know the benefits of mobility.

K6 Students will know how to format a tabata workout.

K7 Students will know what steady state cardio is and its benefits.

K8 Students will know importance of active recovery.

K9 Students will know the importance of warming up before intense exercise.

K10 Students will know how and why they should incorporate a cool down period post workout.

K11 Students will know the differences between muscular strength and muscular endurance.

K12 Students will know the 7 fundamental movement patterns.

K13 Vocabulary: sets, reps, rest period, High Intensity Interval Training

S2 identifying stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.

S3 recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

S4 identifying opportunities for social support in a self-selected physical activity or dance.

S5 demonstrating healthy practices and behaviors to improve the health of oneself and others

S6 demonstrating how group fitness promotes health and prevents disease to enhance health.

S7 applying rates of perceived exertion and pacing.

S8 calculating target heart rate and apply that information to a personal fitness plan.

S9 adjusting pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity