

Health II:Goal Setting/ Fitness

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze consequence of decisions, problem solve and set goals in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - CDCP.1 comprehend concepts related to health promotion and disease prevention to enhance health - CDCP.6 demonstrate the ability to use goal-setting skills to enhance health	Transfer	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - a healthy level of physical fitness can increase quality/enjoyment of life. - setting goals can help motivate and create success.	ESSENTIAL QUESTIONS Can someone be healthy without setting goals?
	Acquisition	
	Students will know... - the SMART goal acronym (Specific, Measurable, Action oriented, Realistic, Time based). - that there are blockers and enablers to goal achievement. - that short term goals help one achieve long term goals. - that intrinsic and extrinsic motivators affect one's success. - The strategies for achieving goals (writing a plan, stating it publicly, having support, etc...). - the five health related fitness components. - the benefits and ways of high intensity interval training. - the pros and cons of aerobic and anaerobic exercise. - the pros and cons of split routine vs. full body routine workouts. - the principles related to fitness that help them achieve their personalized goal. - the pros and cons of supplements that are	Students will be skilled at... - applying the SMART acronym when setting a fitness goal. - creating a personalized fitness plan that meets their current needs and reduces health risks. - identifying a realistic goal based on current health conditions. - Identifying a reward/benefit for reaching the goal. - identifying proper exercises to train desired areas of the body.

	commonly used for fitness (pre-workouts, whey protein, creatine, caffeine/energy drinks). - the main parts of a workout and the respective exercises for each (warm up, workout, cool down). - the main muscle groups and specific strength training exercises for each. (chest, back, arms, legs-front/back), core, and shoulders). - the general safety guidelines when exercising in a variety of settings. <u>vocabulary</u>: strength training, cardiovascular fitness, high intensity interval training, endurance, SMART principles (Specific, Measurable, Action oriented, Realistic, Time based), repetitions, sets, dynamic stretch, static stretch, foam roll, push/pull exercises, rest period, DOMS, various supplements,	
Content Area Literacy Standards		21st Century Skills
- RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. - RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. - RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. - RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i>. - WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<i>reason effectively</i> <i>solve problems</i> <i>apply technology effectively</i> <i>manage goals and time</i> <i>be self-directed learners</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
1.12.1 Predict how healthy behaviors can affect health status. 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health. 1.12.3 Analyze how environment and personal health are interrelated. 1.12.4 Analyze how genetics and family history can impact personal health. 1.12.5 Propose ways to reduce or prevent injuries and health problems. 1.12.6 Analyze the relationship between access to health care and health status. 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. 6.12.1 Assess personal health practices and overall health status. 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. 6.12.3 Implement strategies and monitor progress in achieving a personal health goal. 6.12.4 Formulate an effective long-term personal health plan.	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials