

Fitness II: Muscular Strength

ESTABLISHED GOALS:		
<u>Competencies:</u> - Students will demonstrate the ability to develop and apply knowledge, skill, and movement in a variety of physical activities in order to maintain appropriate level of personal fitness. - 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> - SHAPE.1 Develops a variety of motor skills. - SHAPE.2 Applies knowledge related to movement and fitness concepts. - SHAPE.3 Develops social skills through movement. - SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.	Transfer	
	Students will be able to independently use their learning to identify and maintain a healthy active lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - participating in team settings promote tolerance, empathy, communication skills and accountability. - participating in competitive and recreational activities will help promote relationship building and lifelong fitness. - participating in individual physical activities, improves the quality of one's life.	ESSENTIAL QUESTIONS Is muscular strength or muscular endurance more important for the overall health of an individual?
	Acquisition	
	Students will know... - that following a consistent and structured resistance training regimen will improve overall explosiveness, speed, and agility - the types of strength exercises (isometric, concentric, eccentric) - that a strength & conditioning program should provide a balance in opposing muscle groups (agonist/antagonist). - that muscular strength is determined by how well fast twitch muscle fibers are developed. <u>vocabulary:</u> Power clean, snatch, deadlift, triple extension, jerk, german volume training, CTTS, isometric, fast twitch muscle fibers, PNF, OHS, periodization, Linear, Non-linear	Students will be skilled at... - demonstrating competency in 2 or more specialized skills in health related fitness activities. - identifying the stages of learning a motor skill. - designing and implementing a strength and conditioning program that develops balance in opposing muscle groups and supports a healthy, active lifestyle. - identifying the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). - identifying the structure of skeletal muscle and fiber types as they relate to muscle development. - develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).

		● <i>analyzing the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.</i> ● <i>creating a snack plan for before, during and after exercise that addresses nutrition needs for each phase.</i> ● <i>accepting differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.</i> ● <i>choosing an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.</i>
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>make judgements and decisions</i> ● <i>manage goals and time</i> ● <i>be flexible</i>

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	