

Fitness II: Muscular Endurance

ESTABLISHED GOALS:

Competencies:

- *Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an 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.*
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Content Standards:

- 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 reduce muscular fatigue during physical activity.*
- *that a strength & conditioning program should provide a balance in opposing muscle groups (agonist/antagonist).*
- *that there are three energy systems that produce ATP: ATP-PC, glycolytic, and aerobic. All are available and "turn on" at the outset of any activity. What dictates which one (or two) is relied upon the most is the effort required.*
- *that muscular endurance is determined by how well slow twitch muscle fibers are developed.*

vocabulary: *muscular endurance, hypertrophy, lactic acid, drop set, failure, circuit training, slow twitch muscle fibers*

Students will be skilled at...

- *demonstrating competency in 2 or more specialized skills in health related 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.*
- *developing and maintaining 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).*
- *analyzing the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.*

		• <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	