

Intro to Fitness: Muscular Strength and Endurance

Stage 1 Desired Results		
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 levels of personal fitness. - 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. <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 promotes 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 How does building muscular strength and endurance impact an individual's quality of life?
	Acquisition	
	Students will know... - that participating regularly in a resistance training program will contribute positively to overall health - that there are physiological responses to individual levels of fitness - that there are different types of strength and stretching exercises - that increased weight resistance builds muscles - that participating in a regular strength training program will enhance overall quality of life - that self-management skills will help to overcome barriers - that increased repetition, but lower weight, builds muscle endurance - that specific lifting technique will prevent or reduce injury	Students will be skilled at... - demonstrating competency in 1 or more specialized skills in health related fitness activities - using movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill - creating a practice plan to improve performance for a self-selected skill - demonstrating appropriate technique in resistance-training using free weights and other equipment - relating physiological responses to individual levels of fitness and nutritional balance - identifying types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive)

	that there is a connection between target heart rate and fitness <u>vocabulary:</u> dumbbell, barbell, E-Z bar, medicine ball, physioball, plyobox, total-body, split-body, eccentric, concentric, sets, repetition, static, dynamic	neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion) - calculating target heart rate and applying that information to personal fitness plan - creating and implementing a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings - designing a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work - employing effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed - applying 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) - analyzing the health benefits of a self-selected physical activity
Content Area Literacy Standards		21st Century Skills
- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. - RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. - RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. - RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts - WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. - WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. - WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.		<i>make judgments and decisions</i> <i>communicate clearly</i> <i>collaborate with others</i> <i>manage goals and time</i> <i>be self-directed learners</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
<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	