

Introduction to Fitness: Cardiovascular Endurance

ESTABLISHED GOALS:		
<u>Competencies:</u> - Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a 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> - 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 cardiovascular fitness or muscular fitness more important for overall health?
	Acquisition	
	Students will know... - that participating regularly in a cardiovascular training program will contribute positively to their overall health - that participating in regular cardiovascular activities will enhance the overall quality of life. - that cardiovascular activities can be pursued in the local environment. - that there is a connection and balance between fitness and nutrition. - that there is a relationship between fitness and heart rate. - that a healthy lifestyle can be influenced by a behavior-modification plan, fitness program, and nutrition plan. <u>vocabulary:</u> Target heart rate, perceived exertion, .	Students will be skilled at... - demonstrating competency in 1 or more specialized skills in health-related fitness activities. - discussing the benefits of a physically active lifestyle as it relates to college or career productivity. - evaluating — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. - relating physiological responses to individual levels of fitness and nutritional balance. - calculating target heart rate and applies that information to personal fitness plan. - creating and implements 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.

		● <i>designing and implementing a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.</i> ● <i>identifying stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.</i> ● <i>employing effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.</i> ● <i>Analyzing the health benefits of a self-selected physical activity.</i>
Content Area Literacy Standards		21st Century Skills
RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. RST.9-10.4 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 9-10 texts and topics</i>. <u>WHST.9-10.4</u> 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	