

Introduction to Fitness: Flexibility

ESTABLISHED GOALS:		
<u>Competencies:</u> - Students will demonstrate the ability to exhibit responsible personal and social behavior in order respect self and others in physically active settings. - 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 Does being flexible supercede all others in importance to being physically fit?
	Acquisition	
	Students will know... - that participating in a regular stretching program will contribute positively to their overall health. - that participating in daily flexibility activities, such as stretching or yoga, will enhance the overall quality of life. - that fitness levels are dependent on physiological responses. - that different types of stretches benefit different muscles. - that a number of different strategies can be used to reduce stress. - that barriers can be overcome by self-management strategies. - that there are safe ways to stretch as to not do further damage to muscles. <u>vocabulary:</u> Dynamic, static, foam rolling, PNF, isometric, concentric, eccentric, range of motion	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. - discussing the benefits of a physically active lifestyle as it relates to college or career productivity. - relating physiological responses to individual levels of fitness and nutritional balance. - identifying types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). - creating and implementing a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.

		• <i>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> • <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>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).</i> • <i>Analyzes 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	