

Unified PE: Fitness

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 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.

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 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 there an ideal body-type or fitness ability?

Acquisition

Students will know...

- that fitness is an essential part of every exercise program, contributing to the loss or maintenance of weight and the building of endurance.
- the benefits of fitness include: improved heart health, increased metabolism, improved hormonal profile, improved recovery ability, and the management of diabetes
- that there is a relationship among physical activity, nutrition and body composition.
- that there are different energy systems that are involved in physical activity
- that a fitness plan/ portfolio helps achieve fitness goals.
- that nutrition is directly related to fitness
- that there are strategies that helps with stress management.
- that fitness can meet the need for self-

Students will be skilled at...

- refining activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).
- demonstrating competency in 2 or more specialized skills in health-related fitness activities.
- applying the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.
- investigating the relationships among physical activity, nutrition and body composition.
- designing and implementing strength & conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and

	expression and enjoyment. <u>vocabulary:</u> mental imagery, meditation,	<i>supports a healthy, active lifestyle.</i> ● <i>identifying the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).</i> ● <i>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).</i> ● <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>applying stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.</i> ● <i>accepting differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.</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>analyzing the health benefits of a self-selected physical activity.</i> ● <i>choosing an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.</i> ● <i>selecting and participating in physical activities or dance that meet the need for self-expression and enjoyment.</i> ● <i>evaluating the opportunity for social interaction</i>
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		<i>and social support in a self-selected physical activity or dance.</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	