

Lifelong Fitness

Content Area: **Health & Physical Education**
Course(s): **Physical Education II**
Time Period: **September**
Length: **1**
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Unit Overview:

Lifelong fitness is a term that identifies how a person chooses to remain in good health throughout their lifetime. In most cases, lifelong fitness is not recognized as one participating in an organized sport for the entirety of their lives, but more so engaging in a healthy, active lifestyle to benefit their years to come. This lifestyle can include a wide variety of activities such as jogging, dancing, walking, weight lifting, swimming, biking, etc. In this unit, students will engage in much self reflection in order to find the activities that best suit their needs and interests. The goal of this entire unit is for each student to find at least one activity that they enjoy, and that they can picture themselves engaging in for their years to come.

Essential Questions:

- What is lifelong fitness?
- How does lifelong fitness differ from fitness in general?
- What activities can fall into the category of lifelong fitness activities?
- What are the benefits of engaging in lifelong fitness?

Enduring Understandings:

- Lifelong fitness means making fitness a component or priority for the entirety of one's life.
- Not all fitness-related activities can be done for the entirety of one's life. Lifelong fitness aims to provide ways for one to remain fit and healthy throughout all of their years.
- Lifelong fitness activities can include but are not limited to walking, jogging, biking, swimming, weight training, etc.
- Lifelong fitness can improve one's quality of life. Engaging in lifelong fitness can also improve one's cardiovascular health.

Standards/Indicators/Student Learning Objectives (SLOs):

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| HPE.2.1.12 | All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. |
| HPE.2.1.12.A | Personal Growth and Development |
| HPE.2.1.12.A.1 | Analyze the role of personal responsibility in maintaining and enhancing personal, family, |

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| | community, and global wellness. |
| HPE.2.1.12.A.CS1 | Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly. |
| HPE.2.1.12.D | Safety |
| HPE.2.1.12.D.1 | Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies. |
| HPE.2.1.12.E | Social and Emotional Health |
| HPE.2.1.12.E.1 | Predict the short- and long-term consequences of unresolved conflicts. |
| HPE.2.1.12.E.CS1 | Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. |
| HPE.2.2.12 | All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. |
| HPE.2.2.12.A | Interpersonal Communication |
| HPE.2.2.12.A.CS2 | Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. |
| HPE.2.2.12.C | Character Development |
| HPE.2.2.12.C.1 | Analyze the impact of competition on personal character development. |
| HPE.2.2.12.C.CS1 | Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact. |
| HPE.2.4.12.A | Relationships |
| HPE.2.4.12.A.3 | Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood. |
| HPE.2.4.12.A.CS1 | Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another. |
| HPE.2.5.12 | All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. |
| HPE.2.5.12.A | Movement Skills and Concepts |
| HPE.2.5.12.A.1 | Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). |
| HPE.2.5.12.A.2 | Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| HPE.2.5.12.A.3 | Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). |
| HPE.2.5.12.A.4 | Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. |
| HPE.2.5.12.A.CS1 | Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. |
| HPE.2.5.12.B | Strategy |
| HPE.2.5.12.B.1 | Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. |
| HPE.2.5.12.B.2 | Apply a variety of mental strategies to improve performance. |
| HPE.2.5.12.B.3 | Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. |

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| HPE.2.5.12.B.CS1 | Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork. |
| HPE.2.5.12.C | Sportsmanship, Rules, and Safety |
| HPE.2.5.12.C.1 | Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. |
| HPE.2.5.12.C.CS1 | Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. |
| HPE.2.6.12 | All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. |
| HPE.2.6.12.A | Fitness and Physical Activity |
| HPE.2.6.12.A.1 | Compare the short- and long-term impact on wellness associated with physical inactivity. |
| HPE.2.6.12.A.3 | Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition. |
| HPE.2.6.12.A.4 | Compare and contrast the impact of health-related fitness components as a measure of fitness and health. |
| HPE.2.6.12.A.CS1 | Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. |

Lesson Titles:

- Weight training: Weight Room safety
- Weight training: Sets VS. Reps- How to design and workout
- Weight training: Hamstring and Glutes Glutes
- Weight training: Chest and Tris
- Weight training: Back and Bis
- Weight training: Quads and Core
- Fitness: Jogging
 - Mechanics of Running
 - How to create a track workout

Career Readiness, Life Literacies, & Key Skills:

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| WRK.9.2.12.CAP | Career Awareness and Planning |
| TECH.9.4.12.CI | Creativity and Innovation |
| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |

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| TECH.9.4.12.CT | Critical Thinking and Problem-solving |
| TECH.9.4.12.CT.1 | Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). |
| TECH.9.4.12.CT.2 | <p>Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>There are strategies to improve one's professional value and marketability.</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p>With a growth mindset, failure is an important part of success.</p> |

Inter-Disciplinary Connections:

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| SCI.HS-LS1 | From Molecules to Organisms: Structures and Processes |
| SCI.HS-LS1-1 | Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. |
| 9-12.HS-LS1-2.LS1.A | Structure and Function |
| 9-12.HS-LS1-2.LS1.A.1 | Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level. |

Equity Considerations

Amistad Mandate

Topic: Dalilah Muhammad: Stereotypes and racism in Track and Field

Materials Used: <https://www.si.com/olympics/2020/06/10/black-track-and-field-athletes-racism-experiences-america>

Addresses the Following Component of the Mandate: Muhammad shares that she feels an immense amount of pressure to win her races due to being a black female athlete in track and field. She expresses that she feels it is expected of her.

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America

- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: Nervousness in Fitness- Due to social stigma and stereotype

Materials Used: <https://www.bustle.com/articles/144873-7-ways-to-get-over-feeling-self-conscious-at-the-gym>

Addresses the Following Component of the Mandate: This article has reminders for people who are nervous about beginning their fitness journey. This also shares why it is so important for the health of everyone that the weight room and fitness centers are a judgment-free zone.

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic: Nervousness in Fitness- Due to social stigma and stereotype

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Addresses the Following Component of the Mandate: This article has reminders for people who are nervous about beginning their fitness journey. This also shares why it is so important for the health of everyone that the weight room and fitness centers are a judgment-free zone.

- Economic
- Political
- Social

Climate Change

<https://www.commonwealthfund.org/publications/explainer/2022/may/impact-climate-change-our-health-and-health-systems>

This article shares the importance of being aware of climate change as it relates to physical and mental health. Being in good health, and being able to adapt to ever-changing weather conditions is a key part of living and long, healthy life.

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Asian Women and Weight Lifting

Materials Used: <https://www.bustle.com/p/how-these-asian-american-female-weightlifters-are-making-fitstagram-more-inclusive-10224158>

Addresses the Following Component of the Mandate: Asian fitness models share their experience with weight lifting. It is not a widely accepted activity for Asian women to participate in, but more women are continuing to break that barrier.

- Economic
- Political
- Social

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Benchmark Assessment

Writing prompt

Skills based assessment

Summative Assessment:

- Marking Period Assessment
- Unit Assessment- Skill
- Unit Assessment- Written

Resources & Materials:

- Track
- Equipment
 - Weight Room Equipment
 - Weights
 - Resistance bands
 - Yoga Ball

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Define what lifelong fitness is.
- Describe the importance of fitness on a persons future self.
- Compare lifelong fitness to individual sports.
- Create a plan to practice lifelong fitness.
- Determine the cause and effect of failure to practice lifelong fitness.
- Make observations about the mental, physical and emotional changes a person may experience if they do or don't partake in lifelong fitness.
- Develop a personal weight room workout program.
- Develop a logical argument to working out multiple muscle groups.
- Differentiate between cardio and weight training.
- Compare and contrast the benefits from both cardio and weight room training.

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments

- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures

- Work in progress check

Technology Materials and Standards

Computer Science and Design Thinking Standards
