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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

**Comprehensive Health and Physical Education, Grade
10**

Unit 5 - Fitness

Belleville Board of Education

56 Ralph Street

Belleville, NJ 07109

Prepared by: Mrs. Beth Ann Garrett, Teacher of Physical Education

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. Joseph Lepo, Director of Secondary Education

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Unit Overview

This unit will focus on knowledge and understanding of physical activity, physical fitness, and wellness. Students will develop the skills necessary to measure their own fitness and physical activity. Students will also maintain regular participation in physical activity and analyze and evaluate their level of involvement in physical activity. This unit will provide students the opportunity to develop healthy habits and gain value and appreciation of the importance of healthy habits throughout life. The students are also required to research and teach a workout style to their peers. Students will take part in mediation, breathing exercises and yoga.

This unit was developed around:

- Cardiovascular endurance
- Muscular strength and endurance
- Body composition
- Flexibility
- Mindfulness

Enduring Understanding

- Students will have an understanding of which exercises improve what part of the body/movements.
- Students will understand why lifetime wellness is so important.
- Students will determine what style of exercise fits best for them and how to perform that style correctly.
- Students will demonstrate their understanding of different workout styles.
- Students will understand how environment, lifestyles, and culture impact fitness.
- Students will understand how to evaluate fitness level.
- Students will understand proper etiquette when in fitness facilities.

Essential Questions

- What fitness activities are available to me as I get older?
- How does yoga improve my flexibility?
- How does meditation improve mindfulness and mental health?
- Why is it important to remain fit throughout a lifetime?
- How does safety impact wellness?
- How does nutrition play a role in performance?
- How does hydration play a role in performance?
- How can I include physical fitness in my life?
- How is heart rate a good indicator of fitness level?
- How does weight training impact body composition?
- How does fitness and yoga help to relieve stress?
- How does flexibility impact wellness?
- What are the different styles of exercise?
- How does physical activity affect your ability to concentrate on academics?
- What can I do to be physically active throughout my life?

Exit Skills

- Engage in lifetime physical activities of sufficient intensity and duration to maximize health benefits.
- Understand why it is important to develop and maintain adequate levels of physical activity/fitness.
- Develop knowledge base and skills necessary to plan and execute personal activity programs.

New Jersey Student Learning Standards (NJSL)

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| HE.9-12.2.1.12.PGD.1 | Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. |
| HE.9-12.2.1.12.PGD.2 | Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. |
| HE.9-12.2.2.12.N.2 | Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. |
| HE.9-12.2.2.12.N.3 | Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness. |
| HE.9-12.2.2.12.N.4 | Implement strategies and monitor progress in achieving a personal nutritional health plan. |
| HE.9-12.2.2.12.LF.1 | Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. |
| HE.9-12.2.2.12.LF.2 | Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. |
| HE.9-12.2.2.12.LF.3 | Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. |
| HE.9-12.2.2.12.LF.4 | Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. |
| HE.9-12.2.2.12.LF.5 | Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). |
| HE.9-12.2.2.12.LF.6 | Implement a financial plan for participation in physical activity in the community for self |

and family members.

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| HE.9-12.2.2.12.PF.1 | Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. |
| HE.9-12.2.2.12.PF.2 | Respect and appreciate all levels of ability and encourage with care during all physical activities. |
| HE.9-12.2.2.12.PF.3 | Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness. |
| HE.9-12.2.2.12.PF.4 | Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). |
| HE.9-12.2.2.12.PF.5 | Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities. |
| HE.9-12.2.2.12.MSC.1 | Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball). |
| HE.9-12.2.2.12.MSC.2 | Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| HE.9-12.2.2.12.MSC.3 | Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). |
| HE.9-12.2.2.12.MSC.4 | <p>Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</p> <p>The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.</p> <p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, culture, lifestyle, and family history.</p> <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p> <p>The decisions one makes can influence an individual's growth and development in all dimensions of wellness.</p> <p>Individual and team execution requires interaction, respect, effort, and positive attitude.</p> |

Interdisciplinary Connections

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| LA.W.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.SL.9-10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in |

groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- LA.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LA.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LA.L.9-10.2.C Spell correctly.

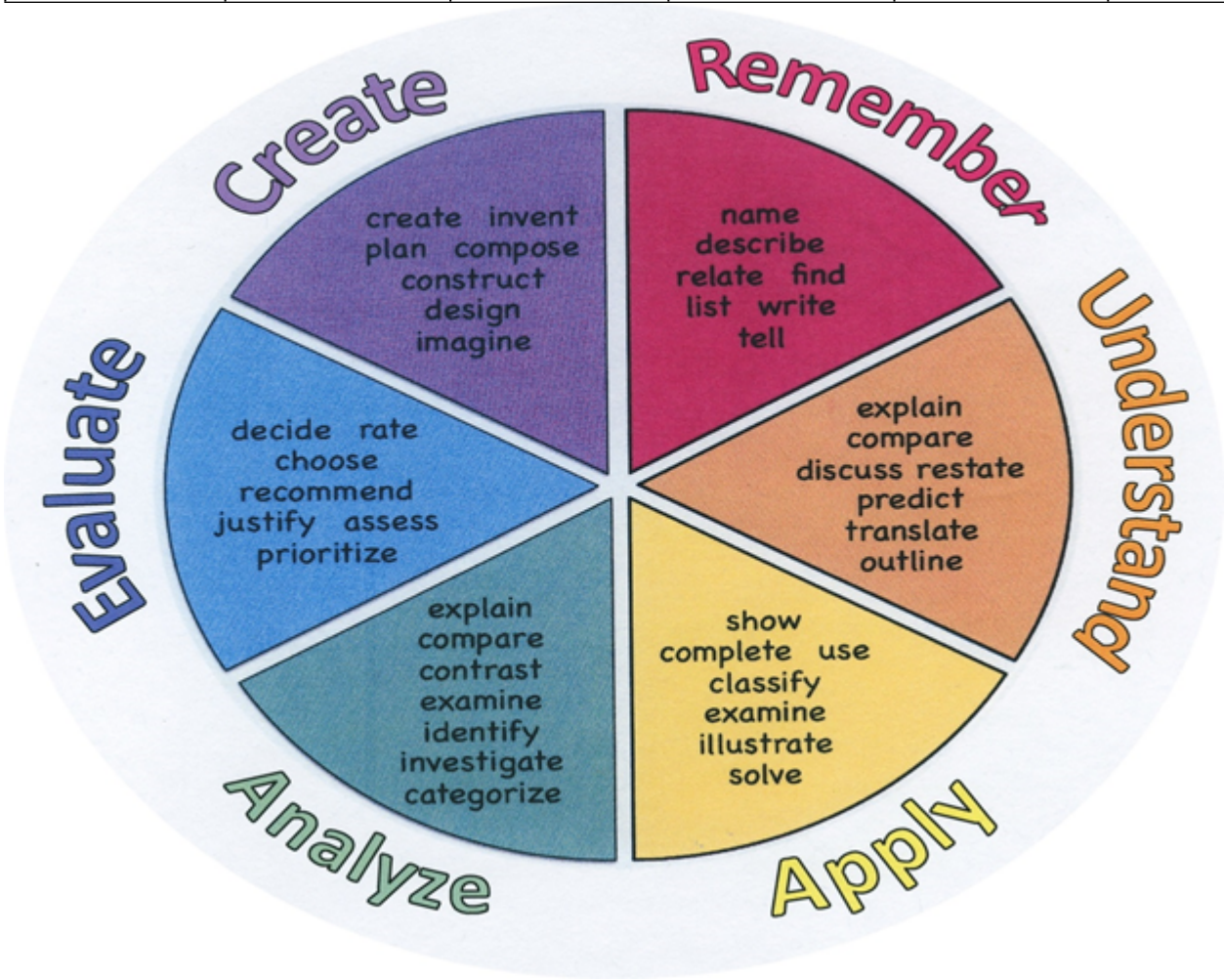
Learning Objectives

- SWDAT understand how to move safely in a general space to avoid injury.
- SWDAT explain how to improve physical fitness.
- SWDAT Create a list of activities that builds fitness.
- SWDAT Create a fitness routine that supports wellness.
- SWDAT Identify health benefits of physical fitness.
- SWDAT Demonstrate stretching to target specified target muscle groups.
- SWDAT Demonstrate an understanding of health-related fitness components.
- SWDAT Define agility.
- SWDAT Demonstrate basic skills associated with yoga activities including strength and flexibility, balance and coordination.
- SWDAT Demonstrate knowledge of and calculate body composition.
- SWDAT Demonstrate the ability to perform yoga movements in various combination and forms.
- SWDAT Assess current personal fitness levels.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|-----------|---------------|------------|---------------|-----------|-------------|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |

| | | | | | |
|--|---|--|--|--|--|
| | Compute Convert Discuss Estimate Extrapolate Generalize Predict | Interpolate Manipulate Modify Operate Subtract | | | |
|--|---|--|--|--|--|



Suggested Activities & Best Practices

- Breathing Exercises
- Static Stretching
- Dynamic Stretching
- Free Weights (with spotter)
- Body Weight Exercises
- Cardiovascular Exercises
- Yoga
- Environmental Impact Project (Climate Change)

- Fitness/Health Innovators Project (Amistad, LGBTQ)

Assessment Evidence - Checking for Understanding (CFU)

- Quarterly Exam - summative assessment
- Current Event Assignments - alternative assessment
- Multimedia Reports - formative assessment
- Written Reports - summative assessment
- Surveys - formative assessment
- Evaluation rubrics - Sport Ed - formative assessment
- Self- assessments - alternative assessment
- Teacher Observation Checklist - formative assessment
- Explaining - formative assessment
- Youtube Video Analysis - formative assessment

Primary Resources & Materials

- Yoga Mats
- Kettlebells, barbells, bars
- Jump Boxes
- Medicine Balls
- Cardio Machines
- Jump Ropes
- Ladders

Ancillary Resources

- Quarterly Exam Review Sheets
- Quarterly Exam
- Current Events Worksheet
- Medical Writing Assignment
- Fitness Packet
- Yoga Packet
- Exercise Diagrams and Descriptions
- Muscle groups Worksheet

Technology Infusion

- Youtube Videos (skills, drills, history, etc.)
- P.E. Google Classroom (Rules, Assignments, Information, Announcements, etc.)
- Chromebooks (Assignments, Current Events, Quarterly, Etc.)

Alignment to 21st Century Skills & Technology

| | |
|-------------------|--|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP3 | Attend to personal health and financial well-being. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| TECH.8.1.12.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |
| TECH.8.1.12.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. |

21st Century Skills/Interdisciplinary Themes

Communication & Collaboration

Life & Career Skills

Critical Thinking & Problem Solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Global Awareness

Health Literacy

Climate Change Impact

- Civic Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Diagrams of workouts/exercises
- Pictures of muscle groups being utilized
- Demonstrations of workouts and stretches
- Videos of workout routines
- Pictures of Yoga Poses
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Fitness Journal
- Nutrition Journal
- Student-led fitness groups
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Use of visual aids such as video clips and pictures

Preview of content, concepts, and vocabulary

Students repeat directions to check for understanding

Modify activities for better understanding

Typed fitness activities packet

- printed copy of board work/notes provided
- additional time for skill mastery
- Allow frequent water breaks
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- Provide videos as guidance for proper form
- Provide visuals of exercises/workouts
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Glencoe Comprehensive Health and Physical Education materials

Peer partner/translator

Modify content for better understanding

Translated fitness activity packets

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- Glencoe Comprehensive Health and Physical Education Virtual Textbook - translated videos
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- Translated exercise/workout routines
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Use of slideshows in conjunction with notes

Peer partner/tutor

Provide study guides

Typed fitness activities packet

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards,

charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- pictures and diagrams of exercises and muscle groups targeted
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- small student-led fitness groups
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- videos of workouts to show proper form

Talented and Gifted Learning (T&G)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a detailed fitness and nutrition plan
- Create a plan to solve an issue presented in the class or in a text
- Create instructional workout video
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Student-led fitness groups - student act as the trainer
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts

- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Weight training/Fitness

NJSLS: (linked)

Interdisciplinary Connection: language arts literacy

Statement of Objective:

- SWDAT Create and demonstrate a fitness routine focusing on upper body strength.
- SWDAT Explain which muscle groups are targeted during each exercise.

Anticipatory Set/Do Now: 5 minute jog, stretches

Learning Activity: Teacher will review weight room safety. Students will break up into their groups and the "trainer:" of the day will demonstrate a work out routine for their group as the group follows along with the exercises. Students will write down the exercises and muscle groups in their fitness logs.

Student Assessment/CFU's: individual fitness logs and fitness routines

Materials: weight room equipment, fitness room equipment, fitness logs, fitness plans

21st Century Themes and Skills: health literacy

Differentiation: by process

Integration of Technology: Pedometers, Youtube clips, Google Classroom

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| HE.9-12.2.2.12.MSC.4 | Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. |
| HE.9-12.2.2.12.MSC.5 | Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. |
| | The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance. |
| | Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming). |
| | Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). |
| | Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction. |
| | The decisions one makes can influence an individual's growth and development in all dimensions of wellness. |
| | Individual and team execution requires interaction, respect, effort, and positive attitude. |