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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Comprehensive Health and Physical Education, Grade 11

Unit 5 - Fitness

Belleville Board of 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 mediation 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 (NJSLS)

HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support 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.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
HPE.2.1.12.B.CS1	Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
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.1	Compare the short- and long-term impact on wellness associated with physical inactivity.
HPE.2.6.12.A.2	Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals. (FITT and additional training principles)
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.5	Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.
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.

Interdisciplinary Connections

LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.B	Spell correctly.

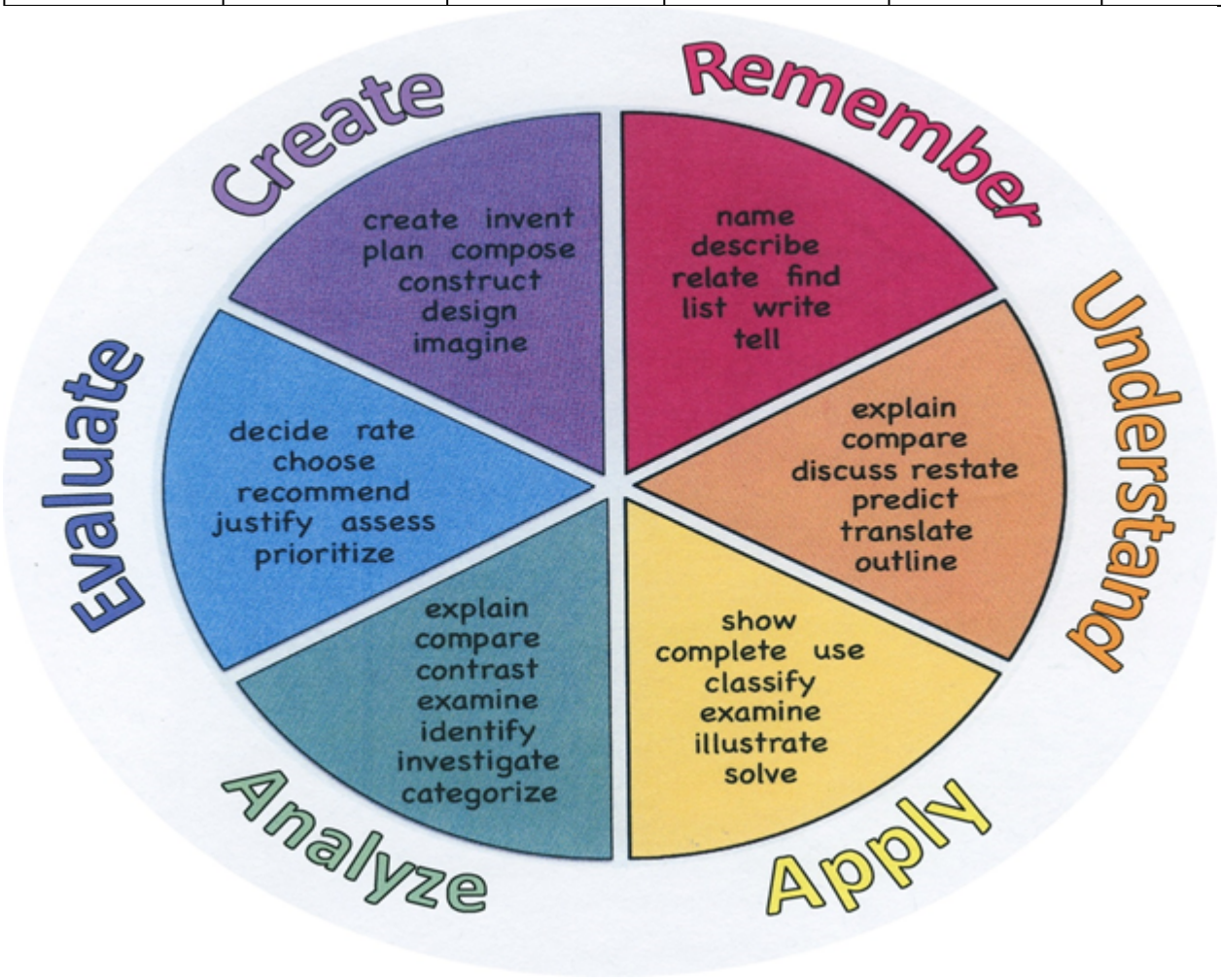
Learning Objectives

- 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.
- SWDAT Identify opportunities for participation in fitness and yoga activities in the community
- SWDAT Identify the major muscle groups and their application to yoga.
- SWDAT Demonstrate an understanding of health problems associated with inadequate 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 Quote Recall Recognize Repeat Reproduce	Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Discriminate Illustrate Outline Point out Separate	Test	Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

- Breathing Exercises
- Static Stretching

- Dynamic Stretching
- Free Weights (with spotter)
- Body Weight Exercises
- Cardiovascular Exercises
- Yoga

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

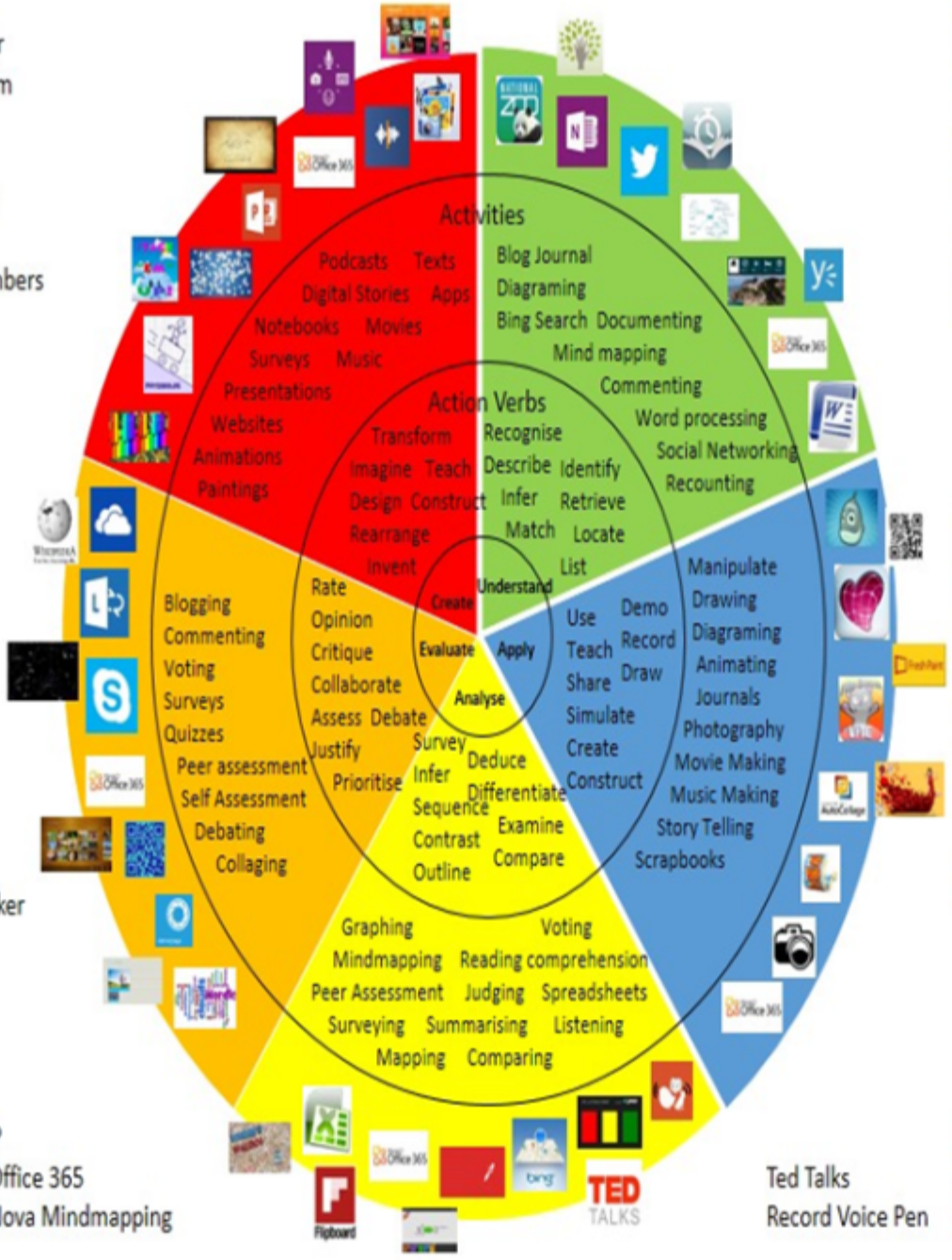
Technology Infusion

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

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

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

21st Century Skills

- 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)

- 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)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

- 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 workpresented 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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