

# Unit I: Fitness

Content Area: **Physical Education and Health**  
Course(s):  
Time Period:  
Length: **80 Days**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Unit Summary

The purpose of this unit is to introduce students to the importance of physical fitness and teach healthy lifestyle behaviors that allow them to have fun while participating in physical fitness. This year-long unit will teach students how to explore and use various fundamental movements to create workouts that they can enjoy. Students will learn how to master movements that transfer to real world athletic performance and/or everyday tasks.

## Learning Objectives

- Demonstrate various fitness related movements including; mono-structural gymnastics, bodyweight, and weightlifting.
- Describe family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.
- Describe training principles to establish a progression of activity that will improve each component of fitness and justify the use of each principle.
- Explain a variety of sustained, vigorous physical activities to enhance each component of fitness
- Explain individual needs in order to achieve and maintain wellness and design a plan for lifelong wellness.
- Identify health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness
- Perform at the intensity level needed to enhance muscular endurance and strength.
- Recognize how family, peers, healthcare providers, and the community support or hinder the achievement of a wellness plan.
- Recognize short- and long-term physical benefits and potential problems associated with regular physical activity.

## Essential Skills

- How did you challenge yourself today? What adjustments do you need to make tomorrow?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- What are the consequences (especially unforeseen) of our choices in terms of wellness?
- What is the minimum amount of exercise I can do to stay physically fit?
- Why is it important to study physical education?
- Why is it important to study so many subjects in school?
- Why is it useful to learn problem solving skills?

## Standards

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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.
HE.9-12.2.2.12.LF.7	Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
HE.9-12.2.2.12.LF.8	Identify personal and community resources to explore career options related to physical activity and health.
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.

## Instructional Tasks/Activities

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- Artists demonstration of proper workout etiquette

- Guided practice
- Individual workout
- Partner workout
- Sally Squats
- Tabata
- Teacher demonstration and explanation.
- Team Workout
- Walking for Time

## **Assessment Procedure**

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Student progress will be measured by formative and summative assessments. Students will be assessed based on teacher observation, student participation, skill checks, preparedness, sportsmanship (professionalism) and cooperation.

- Artist Participation
- Artist Preparation
- Sportsmanship

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Demonstrate modifiers to exercise to increase or decrease difficulty
- Demonstrate skill for everyone
- Peer Partner Learning
- Post Cues with pictures around the teaching space
- Problem Solving
- Structured Controversy
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)

- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- Resource 1
- Resource 2
- Resource 3

- Resource 4
- Resource 5