12th Grade PE - Unit 1-3 fitness and cooperative games

Content Area: **Health & PE**
Course(s):
Time Period: **September**
Length: **4 Weeks**
Status: **Published**

Targeted Standards

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.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.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	Movement Skills and Concepts
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.5	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
	Individual and team execution requires interaction, respect, effort, and positive attitude.
	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).

Rationale & Transfer Goals

The rationale for the President's Physical Fitness Challenge and cooperative games unit is to provide the students with the information they need to realize what is necessary for them to be physically fit individuals. Through the reviewable of the results of others throughout the nation, they will be able to compare their performance to see which areas they excel in and which areas they need to improve upon. Cooperation games

will provide basic knowledge and experience needed to understand importance of teamwork and relation to life skills.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

Students will understand that physical fitness is a key factor to living a healthy and successful life.

Content/Objectives

Content - What students will know

Aerobic Capacity

Muscular Strength

Muscular Endurance

Flexibility

Body Composition

Team work activities

Skills - What students will be able to do

Curl-Ups

Partial Curl-Ups

Endurance Run/Walk

Pull-Ups

Push-Ups

Shuttle Run

Sit and Reach

V-Sit and Reach

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

What are the components of physical fitness?

Why is it necessary to be successful in each component to be considered physically fit?

How does being physically fit contribute to life outside of physical activity?

How does exercise prevent future health problems?

- That personal and group contributions lead to achievement of goals and tasks.
- A group's ability to be respectful supportive, and adherent to code of conduct will enhance group productivity.
- Mentally preparing for a game or activity can help with performance.
- Rules and regulations have an impact on the health and safety of participants.
- Factors such as health status, interests, environmental conditions, and available time have impact on personal fitness.
- There is a progression of activity that will improve each component of fitness and skill level.

Instructional Activites

Evidence (Assessments) - How we know students have learned

Participation

Formative: Other visual assessments

Students will be graded based on their level of participation.

Performance

Summative: Other visual assessments

Students will create individual rubric scales to determine whether they have achieved their fitness goals during the President's Physical Fitness Challenge.

Activities/Strategies - How we teach content and skills

neck stretch

reach to sky

reach back

arm circles

twister

toe touch

knee to chest

butterfly

hurdler's stretch

calf stretch

thigh stretch

child's pose

cat and camel

crunch

leg lift

push-away

bent knee push-ups

right angle push-ups

modified pull-ups

chair dips

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

*Students will appropriately participate in activities that promote lifetime wellness. These activities include muscular strength, endurance, body comp., and flexibility.

*Students will display respectful behaviors towards classmates.

*Students will set short and long term goals to improve performance.

*Students will be able to recognize and perform exercises to increase strength and/or endurance.

Spiral Focus from Previous Unit

*Locomotive Skills

*Flexibility

*Weight Lifting

*Locomotive Skills

*Agility

*Components of Fitness

Instructional Activity

*Daily Warm Up Activities

-Sit Ups, Push Ups, Planks

-High Knees, Butt Kicks

-Jumping Jacks, Running, Shuffle

*Lap Running/Walking

*Partner Pedometer Activities

*Weight Lifting

*Jog/Walk the track

*Circuits

*Jump Rope

*Presidential Fitness Testing

*Marker Relay

*Step Aerobics

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

- • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- • 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Interdisciplinary Connections - How does this content impact the following groups

ELA

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- standards supporting written and print communication across all areas of the course

Science

HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [Clarification Statement: Examples of investigations could include heart rate response to exercise]

HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-8. Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.

- Connections to study of exercise physiology and associated anatomy
- Basic understanding of communicability of diseases in discussion of wellness

Math

Creating Equations A -CED

A. Create equations that describe numbers or relationships. 1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Modeling with Geometry G-MG

A. Apply geometric concepts in modeling situations. 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

Interpreting Categorical and Quantitative Data S-ID N-ILN

A. Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

Making Inferences and Justifying Conclusions S-IC

B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies

- math processes related to fitness and health data, geometry in gameplay, and quantitative representations

Key Resources

www.presidentschallenge.org

www.fitness.gov

www.pecentral.com

www.sparkpe.org