

Movement and Skill Performance

Content Area: **Health & PE**
Course(s):
Time Period: **Generic Time Period**
Length: **School Year**
Status: **Published**

Unit Introduction

This unit will focus on improving students overall physical, mental, and social health through various movement based activities. Students will be taught, and be able to apply, fitness training principles through a combination of classroom and activity based instruction. Through movement based activities, students will be able to see the correlation between physical activity and wellness. This unit will provide the knowledge and foundation needed for students to design and implement a unique fitness plan tailored to their individualized goals and ability levels. Movement activities will include: High Intensity Interval Training (HIIT), yoga, dance, weight lifting, and spin.

Standards

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.2.5.12.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.2.6.12.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)

Essential Questions

1. How do we prevent/reduce the likelihood of injuries during physical activity?
2. How do movement skills from one activity (yoga, dance, weightlifting, etc.) transfer to another (soccer, tennis, hiking, etc.)

3. How can we adjust our movements to enhance performance?
4. How can we take the knowledge we have learned and apply it to a personalized fitness routine?
5. How can we take the knowledge we have learned to design an exercise routine that would help others?
6. How does the quality of instruction, feedback, practice, etc. affect movement skill performance?
7. What are the short and long term benefits of physical activity?

Content / Skills

1. Students will perform baseline fitness test and use these results to set goals and individually tailor exercises to meet their needs and abilities throughout the year. Fitness assessments will be ongoing throughout the year as progress indicators and to set new goals.
2. Students will be introduced to a variety of forms of exercise. They will understand what the benefits of each form of exercise are so that they understand WHY they are participating and they are able to formulate their own wellness plans.
3. As the units progress, new content will be added while reinforcing old content. Example, a new Yoga lesson has 5 moves from a previous lesson, plus 2 additional new moves, and the pace is changed to simulate different styles of Yoga.
4. Students will be able to take what they have learned and use it to slowly transition in to student led exercises, goal setting, and self assessment.