

PE - 9 - Unit 3 - Fitness and Wellness

Content Area: **Physical Education/Health**
Course(s):
Time Period: **Marking Period**
Length: **3/4 Year**
Status: **Published**

General Overview, Course Description or Course Philosophy

Students will be exposed to authentic learning experiences involving mind and body to expose, promote, develop, and internalize the components of responsible decision making using critical thinking skills. Using these skills the students will be guided to discover the inherent value of making responsible decisions about their individual health and personal fitness, with the goal of creating a personal quest for maintaining a healthy and active lifestyle as adult members of our society. The instructional expectations involve and use recognized best practices and engaged learning through cooperative groups, triads, and pairs. The visible measure of achieving this goal will be students who are physically active because they feel a level of competence and enjoyment. The emphasis in the Physical Education class is to promote lifetime fitness and technical mastery of fitness and sport activities, which will support a healthy and active lifestyle for adults.

The physical education curriculum is based on a variety of activities that promote the development of lifelong health related fitness. The students will participate in physical education activities $\frac{3}{4}$ of their school year. All activities will include skills that enable students to reach their fitness goals. Health components such as cardiorespiratory fitness, Muscular strength and endurance, Flexibility, Body composition will all be covered throughout the school year. Skill related fitness components; (agility, balance, power, speed, coordination & reaction time) will also be covered which will enhance one's performance in athletic sports or events.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Unit 3 - Fitness and Wellness - Yearly

9th Grade:

What is overall Fitness and how do you achieve a well balanced, fit body and mind? What are the components of fitness? Muscular Strength, Muscular Endurance, Cardiovascular Endurance, Body Composition, Flexibility/Mobility (Give students opportunity to research & explore answers according to their own goals).

This course is designed to introduce, empower, educate and inspire students to develop an appreciation or passion for fitness as something they do for both physical and emotional well being. The unit will focus on safely introducing various methods of fitness that are also in alignment with individualizing fitness that are challenging for each student's personal goals and abilities. Safety will be emphasized to give students knowledge of how to safely exercise both in a school setting and outside of school (home gym, commercial gym, outdoors, etc). Students will be encouraged to research and explore the countless styles of fitness that

best resonates with them. Fitness and Wellness activities are intended to be performed in either a group or individual setting, either in a formal training facility or in the privacy of the home. Activities may include, but are not limited to: low impact aerobic activities, i.e. yoga, pilates, power walking, meditation, barre, dance, aerobics, and strength or weight lifting activities. Students will be working on these components in numerous ways throughout the school year. Through warm-up activities, personal choice activities, and as unit activities that have cross over with other PE concepts.

Enduring Understandings

- There are differences between muscular strength, endurance, cardiovascular / aerobic endurance, body composition, flexibility / mobility.
- It is important to develop age appropriate training and differences between biological age, training age & chronological age
- Proper technique for bodyweight exercises, dumbbells and basic machine exercises improves muscle development and reduces injuries.
- There are various types of exercises to improve all around health, fitness, strength & body composition.

Essential Questions

- What are the mental and physical benefits of exercise?
- How do we optimally blend and balance the various methods and exercises?
- Why does a training program need a balance of strength, aerobic work, flexibility / mobility & body composition?
- How does lifestyle, nutrition and stress impact your overall health, both physically and mentally / emotionally?

CONTENT AREA STANDARDS

NJSLS-Comprehensive Health & Physical Education

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.

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.

2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).

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, pickleball)

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.

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.

2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

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.

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

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).

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.

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.

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

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

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.

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). Community resources can support a lifetime of wellness to self and family members.

2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.

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.

2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health

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.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

NJSLS-Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

- 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8)
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

STUDENT LEARNING TARGETS

- Students will experiment with various running activities to learn the difference between aerobic/anaerobic activity.
- Research, identify and be able to explain proper Terminology of Exercises, Muscle Groups, Individual Body Parts, Equipment & Exercise Techniques.
- Perform straight sets, supersets and circuits with bodyweight exercises to learn & understand the difference in program design and meeting your goals: strength, muscle building, muscular endurance, aerobic circuit training, power endurance (low rep circuits).
- Research common injuries in the weight room and through exercise. Students will create a safety list with partners / groups and be able to demonstrate / teach all safety parameters from technique, weight room organization, clamps on all barbells, proper warm up procedures, proper spotting techniques, appropriate weight selection, etc
- Create a full body training program using bodyweight and dumbbells that is well balanced for improving all around fitness.
- Explain, teach and demonstrate proper biomechanics for all exercises.
- Engage in both Personal and Group Fitness Activities (Learning how to Coach Yourself & Others in Exercise Technique, Warm Ups & Workouts).
- Lead a class / small group through a general warm up, through a full body strength training workout.
- Design and Implement a 3 month, 6 month and 12 month Personal Fitness Program according to their own needs and personal goals.
- Research and incorporate various Fitness Assessments to gauge progress (Identify Various Assessment Methods)
- Perform a self assessment of their own nutrition and then research proper Nutrition Guidelines that are Healthy & Sustainable as a teen and young adult.
- Explain and identify the many Physical and Emotional Benefits of Participation in regular exercise.

9th Grade:

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- Safety: Proper Warm Up, Age Appropriate Exercises, Individual Fitness Level Appropriate, Awareness of

Surroundings before Exercising.

- Basic Bodyweight / Calisthenic Exercises. Understanding proper biomechanics of Squats (Alignment of hip, knee, ankle, foot), Push Ups (integration of core), Planks (Front & Side), Lunges (Forward, Reverse & Lateral), Crunches & Running (Jog, Run, Sprint - Various Levels of Intensity). In Weight Room: Introduce Pull Up/Chin Up / Recline Row). Progressions & Regressions of Calisthenics according to body position: i.e. kneeling push ups, adjusting reps, adjusting tempo, isometric holds.
- Weight Room Safety: Awareness of surroundings, proper warm up in the weight room, proper use of machines with technique & safety check of equipment, proper loading/unloading of barbells, use of safety clamps, body alignment under barbell when benching/under barbell when squatting). When do you progress from dumbbells to barbells?
- Organizing a Full Body Routine: Identify Exercises for Each Movement Pattern (Upper Body Push & Pull, Trunk/Core, Lower Body Bi Lateral/Unilateral). Identify Basic Compound Exercises/Isolation Exercises.
- Begin with Dumbbells and Machines: Lat Pulldown, Leg Extension/Leg Curl. DB Military Press (double or single arm), DB Bench (Begin flat, progress to varied incline levels), Goblet Squats, Goblet Lunge Variations, DB Hammer Curls, Farmer Walk w/ Kettlebells or Dumbbells, Suitcase Carry, Overhead Carry).
- Understanding of Sets & Reps: Reps for developing Muscular Endurance, Hypertrophy, Strength. Changing tempo to vary the effect. Organizing a daily, weekly, monthly workout program to align with your individual goals.

Declarative Knowledge

Students will understand that:

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Procedural Knowledge

Students will be able to:

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EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

Daily Evaluation of Warm-Up Participation

Daily Evaluation of Fitness Participation

Daily Evaluation of Weight Room Unit Participation

Summative Assessments

Activity Quiz

Fitness Test Evaluations - FitnessGram/President's Challenge. Pre/Post Test

RESOURCES (Instructional, Supplemental, Intervention Materials)

Encyclopedia of Underground Strength & Conditioning by Zach Even - Esh

Facts & Fallacies of Fitness by Mel Siff

New Rules of Lifting by Alwyn Cosgrove

Complete Guide to Dumbbell Training: A Scientific Approach by Dr. Fred Hatfield & Jos Bryant

Olympic Weightlifting by Greg Everett

Westside Barbell Book of Methods by Louie Simmons

Bigger Faster Stronger

PLT4

Advantage Press PE Program

INTERDISCIPLINARY CONNECTIONS

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

