

# **PLANNED INSTRUCTION**

## **A PLANNED COURSE FOR:**

**Physical Fitness and Training**

**Curriculum writing committee:**

Jennifer Marchetti and Heather Holdredge

**Grade Level: 10-12**

**Date of Board Approval: \_\_\_\_\_2020\_\_\_\_\_**

## Course Weighting: Physical Fitness and Training

Class Participation	70%
Homework/Classwork	20%
Quizzes	10%
Total	100%

## Curriculum Map

### Overview:

This course is a combination of classroom and activity-based learning activities with a focus on proper nutrition and the mastery of skills and concepts necessary for students to become accomplished monitors of their personal lifetime fitness. Through participation, students learn to compare the fitness benefits in a variety of individual, partner, and team activities.

Students become proficient in the use of a variety of assessments, measurement devices, exercise equipment, and internet and community resources. Assigned reading and writing assignments, which include activity journals and portfolios, broaden the physical education experience and contribute to the literacy of students.

The teacher directly supervises classroom and participation sessions and serves as both facilitator and instructor working to individualize programs and outcomes for students. The Fitness Gram Physical Fitness Tests are used to establish individual baseline levels for designing fitness programs, to show improvement, and to provide students with personal information.

### Goals:

#### Understanding of:

- What is Physical Fitness?
- Resting Heart Rate and Blood Pressure
- Fitness Assessments
- Cardiorespiratory Endurance
- Muscular Strength and Endurance
- Muscular Flexibility
- Body Composition
- Nutrition Analysis
- Behavior Modification
- Setting SMART Goals
- Weight Management

- Healthy Lifestyle
- Assessment of Personal Wellness Plan
- Fitness Portfolio

**Big Ideas:**

- 1:** Physical fitness is the body's ability to function efficiently and effectively.
- 2:** Understanding caloric and nutritional needs.
- 3:** Setting SMART goals for fitness and wellness.
- 4:** Developing a personal fitness and wellness plan.

**Supplemental Resources:**

Hoeger, Wener; Hoeger, Sharon. (2013) *Fitness and Wellness*. Belmont, CA: Wadsworth Cengage Learning.

Hoeger, Wenrer; Hoeger, Sharon. (2012) *Principles and Labs for Physical Fitness*. Belmont, CA: Wadsworth Cengage Learning.

Fahey, Thomas; Insel, Paul; Roth, Walton. (2011) *Fit and Well Core Concepts and Labs in Physical Fitness and Wellness*. New York, NY: McGraw-Hill Companies.

Ayers, Susan; Sariscsany, Mary Jo. (2011) *The Physical Best Teacher's Guide: Physical Education for Lifelong Fitness*. Champaign, Il: Human Kinetics.

# Curriculum Plan

**Unit: Components of Physical Fitness**

**Time Range in Days: 30**

**Standard(s):**

Pennsylvania Academic Standards for Health, Physical Education, and Safety

**Standards Addressed:**

Concepts of Health: 10.1.12A; 10.1.12B

Safety and Injury Prevention: 10.3.12D

Physical Activity: 10.4.12B, 10.4.12D

**Eligible Content:**

- Cardiovascular fitness is the ability of the heart, blood vessels, blood, and respiratory system to supply fuel, especially oxygen, to the muscles and the ability of the muscles to utilize fuel to allow sustained exercise.
- Body composition is the relative percentage of muscle, fat, bone, and other tissues of which the body is composed.
- Flexibility is the range of motion available in a joint. Muscular endurance is the ability of muscles to repeatedly exert themselves.
- Strength is the ability to exert an external force or to lift a heavy weight.
- Skill related fitness refers to agility, balance, power, coordination, reaction time, and speed.
- Lifestyle change, more than any other factor, is considered to be the best way of preventing illness and early death in our society.
- Body weight, resting heart rate, and blood pressure are all indicators of overall health status.
- A balanced diet contributes to physical and mental health.
- Dietary requirements for individuals vary based on age, activity level, weight, and overall health.
- Healthful living requires an individual to act on available nutrition information.
- Body weight is affected by caloric consumption.
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**Objectives:**

- Identify and define the health-related and skill-related components of physical fitness. (DOK 1)

- Differentiate between health-related and skill-related components of fitness. (DOK 2)
- Identify and describe methods of determining levels of flexibility. (DOK 1)
- Analyze the cardiovascular benefits of exercise. (DOK 4)
- Identify and describe methods of determining the level of cardiovascular fitness. (DOK)
- Access and analyze accurate information about nutrition and weight control based on source, validity, cost, and effectiveness. (DOK 4)
- Analyze the relationship between accepted nutritional guidelines and physical activity. (DOK 4)
- Compare the characteristics of the three classifications of body types and their relation to physical activity. (DOK 2)
- Describe appropriate methods for assessing body composition. (DOK 1)

#### **Core Activities and Corresponding Instructional Methods:**

- Describe and demonstrate safety procedures that should be followed when engaging in exercise.
- Establish a baseline level of health-related fitness through FITNESSGRAM testing.
- Record and analyze individual fitness data.
- Calculate their individual target heart rate zones.
- Participate in a variety of activities that promote muscular fitness.
- Chart and analyze personal eating patterns for one week.
- Determine their personal body type.
- Determine and analyze their percent body fat and body mass index.

#### **Assessments:**

- **Diagnostic:** Fitness Assessments
- **Formative:** Questions and answer, Self-assessment of skills w/ checklist, Peer assessment of skills w/ checklist, Written assignment, Activity log, Fitness testing
- **Summative:** Reflective writing assignment, Written Test

**Extensions:** Students may work as peer tutors. Peer Instruction. Advanced skills and drills. Testing to become a certified fitness instructor.

**Correctives:** Students may receive peer tutoring. Students will verbalize the critical elements of the activities. Teacher will modify equipment to meet the needs of the students. Students may watch instructional videos. Modifications will be made to meet the needs addressed in the student's Individualized Education Plan.

**Unit: Understanding and Developing Physical Fitness**

**Time Range in Days: 60**

**Standard(s):**

Pennsylvania Academic Standards for Health, Physical Education, and Safety

**Standards Addressed:**

Concepts of Health: 10.1.12A, 10.1.12B

Healthful Living: 10.2.12B, 10.2.12D, 10.2.12E

Safety and Injury Prevention: 10.3.12D

Physical Activity: 10.4.12A, 10.4.12B, 10.4.12C, 10.4.12D, 10.4.12E, 10.4.12F

Concepts, Principles, and Strategies of Movement: 10.5.12D

**Eligible Content:**

- A SMART goal is one that is Specific, Measurable, Attainable, Realistic, and Time-Based.
- Wellness is an on-going commitment to a healthy lifestyle.
- Body weight, resting heart rate, and blood pressure are all indicators of overall health status.
- Healthy lifestyles are critical to wellness.
- If optimal health is to be achieved, personal control of lifestyle is necessary.
- Importance of a warm-up and cool down.
- FITT Formula.
- Fitness Target Zone.
- Overload Principle.
- Principle of Progressions.
- Aerobic Capacity.
- Principle of Specificity.

**Objectives:**

- Explain why it is important to be healthy and physically fit. (DOK 1)
- Explain the purpose of goal setting. (DOK 1)
- Differentiate between short-term and long-term goals. (DOK 2)
- Identify the steps to follow when setting goals. (DOK 1)
- Assess factors to consider before engaging in a physical fitness program. (DOK 3)

- Assess safety precautions to be taken when exercising. (DOK 3)
- Describe the importance of a warm-up and cool-down period when participating in physical activity. (DOK 1)
- Define the training principle of overload. (DOK 1)
- Investigate how overload is accomplished by varying frequency, intensity, and time. (DOK 3)
- Define the training principle of progression and explain why one must progress slowly. (DOK 1)
- Define the principle of specificity and assess why specific exercises must be performed to improve specific areas of the body and specific components of fitness. (DOK 1,3)
- Explain why permanent weight control is best achieved with a program of diet, exercise, and physical activity. (DOK 1)
- Analyze some of the most popular exercise programs. (DOK 4)
- Explain why motor skills, personality, and attitudes should be considered before selecting physical activities for a personal fitness program. (DOK 1)
- Describe and analyze the contributions of various exercise programs and sports activities to the health-related components of physical fitness and stress diversion. (DOK 1,4)
- Design a personal fitness program. (DOK 4)
- Identify obstacles that interfere with fitness program success. (DOK 1)
- Identify motivational strategies that will help keep individuals on track with a fitness and nutrition program. (DOK 1)

### **Core Activities and Corresponding Instructional Methods:**

- Create short and long-term goals to maintain and/or improve health-related components.
- Select appropriate activities for a warm-up and cool-down period when participating in physical activities.
- Apply the training principles of overload, progression, and specificity to individual activity opportunities.
- Apply the principle of training to improve cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition.

- Write a reflective essay explaining why financial considerations, availability of facilities, and environmental factors should be considered before selecting activities for a personal fitness program.
- Design a personal fitness program that will lead to or maintain an optimum level of flexibility, cardiovascular endurance, muscular strength, muscular endurance, and body composition.
- Design a personal fitness program that will contribute to stress management.

### **Assessments:**

**Diagnostic:** Fitness Assessments

**Formative:** Questions and answer, Self-assessment of skills w/ checklist, Peer assessment of skills w/ checklist, Written assignment, Activity log, Nutrition log, Fitness testing

**Summative:** Reflective writing assignment, Fitness portfolio

**Extensions:** Students may work as peer tutors. Students will participate in peer instruction. Teachers may incorporate advanced skills and drills. Students may undergo testing to become a certified fitness instructor.

**Correctives:** Students may receive peer tutoring. Students will verbalize the critical elements of the activities. The teacher will modify the equipment to meet the needs of the students. Students may watch instructional videos. Modifications will be made to meet the needs of the student's Individualized Education Plan.

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