

Freshman Physical Education

2013-2014

Dana Cummins, dcummins@lrhsd.org, (609) 654-5111 x8030

Joe Robinson, jrobinson@lrhsd.org, (609) 654-5111 x8450

Mike Porter, mporter@lrhsd.org, (856) 983-5140 x8746

Tracy Vitale, tvitale@lrhsd.org, (609) 268-6735 x6735

Unit 2: Personal Physical Fitness

Stage 1 – Desired Results

Established Goals

2014 NJSL Standard(s), Strand(s)/CPI #
(<http://www.state.nj.us/education/cccs/2014/chp>)

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

- A. Movement Skills and Concepts
- C. Sportsmanship, Rules, and Safety

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle

- A. Fitness and Physical Activity

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

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| <p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU1:</i></p> <ul style="list-style-type: none"> • Students will understand that safely engaging in physical activity will improve their overall quality of life. <p><i>EU2:</i></p> <ul style="list-style-type: none"> • Students will understand that performing cardiovascular exercises will improve their overall quality of life. <p><i>EU3:</i></p> <ul style="list-style-type: none"> • Students will understand that engaging in muscular based exercises will improve their overall quality of life. <p><i>EU4:</i></p> <ul style="list-style-type: none"> • Students will understand that participating in daily stretching will help increase flexibility, help prevent injury and improve their overall quality of life. | <p><u>Essential Questions:</u></p> <p><i>EU1, 2:</i></p> <ul style="list-style-type: none"> • What does it mean to be healthy? • What ways can you challenge yourself? • Is it possible to exercise wrong? <p><i>EU3:</i></p> <ul style="list-style-type: none"> • What does it mean to be strong? • Is core strength and endurance essential for performing daily activities? • Do you need to be strong? <p><i>EU4:</i></p> <ul style="list-style-type: none"> • Do you need flexibility in your daily life? • To what extent can you prevent injuries? |
| <p><u>Knowledge:</u> <i>Students will know...</i></p> <p><i>EU1</i></p> <ul style="list-style-type: none"> • Examples of aerobic and anaerobic exercises. • The relationship between heart rate and pulse • The components of a well designed personal physical fitness plan. • Recognize the signs of a physically fit person. <p><i>EU2</i></p> <ul style="list-style-type: none"> • The relationship between resting heart rate and the health of your heart. • How to figure out maximum and target heart rate. <p><i>EU3</i></p> <ul style="list-style-type: none"> • How to identify exercises that will increase their muscular strength, power, and endurance. <p><i>EU4</i></p> <ul style="list-style-type: none"> • Recognize safe exercises that can increase range of motion and overall flexibility. | <p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU1</i></p> <ul style="list-style-type: none"> • Perform the movements required of selected aerobic and anaerobic activities. • Perform specific lifetime activities to enhance their fitness level. <p><i>EU2</i></p> <ul style="list-style-type: none"> • Use their pulse to determine effectiveness of an activity, <p><i>EU3</i></p> <ul style="list-style-type: none"> • Perform muscular based exercise. <p><i>EU4</i></p> <ul style="list-style-type: none"> • Perform static and dynamic exercises for your upper and lower body that will promote flexibility. |

Stage 2 – Assessment Evidence

Other Recommended Evidence:

- Demonstration of skills for strength, endurance, and flexibility
- Teacher observation
- Unit quizzes/tests
- Participation in “C-Day” activities related to fitness
- Class discussion with workout video
- Handouts

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

A=Acquisition of understandings and skills

M=Make Meaning

T=Transfer

The activities listed in all four of the LRHSD approved Physical Education curricula (9th-12th grades) can be interchanged due to safety of the activity/sport, inclement weather and/or limited gym/field availability, as long as the activity/sport is aligned with the desired goals of the curriculum's specific big idea(s). The following activities are examples of applicable alternative activities: kick ball, wiffle ball, indoor soccer, ultimate Frisbee, king pin, guard the pin, tag games, aerobic exercise/jump rope, stations, jogging, walking, wall ball, four square, weight room, street hockey, pillow polo, volleyball, badminton, pickleball, tennis, team hand ball, indoor football, yoga, karate, guest speakers, ping-ping, Wii, basketball variations, speed ball, rugby, square crab soccer, and moon ball.

- Identify the proper execution and attempt to execute skills that will enhance: flexibility, muscular strength, power and endurance, cardiovascular endurance. **(A)**
- Teacher will introduce terminology specific to each activity/concept to the students. **(A)**
- Students will demonstrate understanding of specific information on an activity by passing a written quiz. **(A,M)**
- Identify and/or demonstrate proper warm up and safe exercise techniques. **(A, M)**
- Apply the principle of overload to the fitness activities, which will lead to an increased physical fitness level. **(A, M)**
- Apply basic terminology and related skills to fitness activities and circuits. **(M)**
- Calculate their target heart rate zone during physical activity to match a desired goal. **(M, T)**
- Apply the principle of specificity to activities, which will lead to the ability to match an activity with a specific fitness component. **(M, T)**
- Use biofeedback, specifically pulse rate to determine if an activity met the desired goal. **(M)**