**East Physical Education**

UNIT: Intro Into Fitness

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  Standard 1:  Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.  Standard 2:  Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.  Standard 3:  Students will understand and be able to manage their personal and community resources. | ***Transfer*** | |
| *Students will be able to independently choose to engage in Fitness in order to achieve and maintain a healthy lifestyle.* | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   * Personal fitness plans are unique in that they include training principles that are specific to the individual and their fitness/athletic needs. * Maintaining a health-enhancing level of fitness entails the development of cardiovascular fitness, muscle fitness, flexibility, and body composition. * People with high levels of personal fitness experience many benefits to their physical health, mental/emotional health, and social health | ESSENTIAL QUESTIONS   * How is health-related fitness significant to my life and my personal goals? * What value can I gain from understanding my fitness scores? * Why do people train differently? * How can I maximize time in the gym? * What are the consequences of inactivity and its impact on my wellness? |
| ***Acquisition*** | |
| *Students will know…*   * Health Benefits of Physical Activity and Exercise * FITT and the Principles of Specificity, Progression, and Overload * Basics of Cardiorespiratory Endurance Training * Basics of Muscle Fitness Training * Factors for Maintaining a Healthy Body Weight | *Students will be skilled at…*   * Identify and perform exercises which specifically train each component of fitness. * Identify elements of an aerobic training workout for improved cardiovascular fitness. * apply FITT to various types of training (i.e. resistance, aerobic) * Identify elements of a resistance-training workout for improved muscular fitness. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| Participation/Sportsmanship | PERFORMANCE TASK(S):   * Daily Grade based on Department established Rubric. * Daily Fitness component towards Fitnessgram improvement * Improvement of Skill level through tasks, skills, and student led games | |
| Written Assignments | OTHER EVIDENCE:   * Written assignment on skills, rules, and impact on overall wellness | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*   |  |  |  |  | | --- | --- | --- | --- | | ***DAY 1*** | ***DAY 2*** | ***DAY 3*** | ***DAY 4*** | | Intro to Fitness   * *What do students know about fitness and Fitness Centers?* * Review etiquette and personal and social responsibilities in the Fitness center. * Benefits - Health/skill Related Fitness Components * Cardio Machines * Stationary weights * Free weights * Fitnessgram goals   Discuss/handouts community resources for Area Gyms, YMCA, World Gym, (i.e. neighborhood possibilities) | Review   * Safety, machine use   Components of health and Benefits  Intro   * *What do students know about the FITT principle?* * Principles of Specificity, progression and overload. * Heart Rate * Fitness Journals/wellness plans | Review   * Heart Rate, Max Heart Rate, Target Heart Rate * Wellness plans and fitness logs   Into   * Nautilus machine * Circuit training * Cross fit   *Trip to Knockout Fitness or World gym*   * Fitness Journals | *Knockout Fitness or World Gym Trip*   * *Fitness Journals/Wellness Plans due* | | ***DAY 5*** | ***DAY 6*** | ***DAY 7*** | ***DAY 8*** | |  |  |  |  | | | |