

Fitness and Conditioning II

Curriculum



Shelby County Schools

May 2014

Fitness and Conditioning II Course Overview

Course Description

1. Cardio-respiratory & Muscular Strength/Endurance
2. The purpose of this course is to enable students to develop an understanding of fitness concepts and design a personal fitness program while developing an individualized level of health-related activities.
3. This course will contain but not be limited to the following: safety practices, physiology of the cardiovascular system, anatomy of the muscles, concepts and principles of health-related fitness, correct techniques of executing exercises, use of various types of exercise and fitness equipment, fitness assessments, personal and group fitness exercises/activities, nutrition, consumer issues, benefits of participation, design and implementation of a personal fitness program.
4. This will be based on combined knowledge acquired in a weight training course

Effective Components of Fitness and conditioning:

- Students will improve their Cardiovascular Endurance, Muscular Strength, Muscular Endurance and Flexibility/Mobility.
- Demonstrate the ability to apply advanced motor skills and movement patterns relative to advanced eye-hand/foot coordination and high levels of strategy.
- Demonstrate proficient movement patterns in a variety of physical activities (e.g., aquatics, dance and rhythms, individual and team sports, fitness activities) strategies in a variety of physical activities.
- Analyze biomechanical principles while performing physical activities.
- Participates in aerobic exercise at a medium effort, continuously for an extended period of time.
- Demonstrates a proficient level of cardiovascular fitness and identifies proper lifting and stretching techniques.
- Demonstrates a variety of stretching exercises, specific to the physical activity.
- Demonstrates proper lifting techniques of weights to increase muscular strength and

TN State Standards

1. Movement
2. Movement Concepts and Principles
3. Physical Activity
4. Fitness
5. Personal and Social Responsibility

Understandings

The students will understand that by learning and participating in lifetime and individual activities, they are building a basis to maintain a happy and healthy lifestyle in the future. The students will understand that they will be able to stay active in other ways than team sports

Assessments

Pre and Post Skill Assessments

Rubrics	PACER
Teacher Observation	Conferencing
Product/Performances	Peer Observation
Self-Analysis	
Fitness-gram Testing	
Student-led Peer	
Modeling	
Portfolios	
Oral and/or Cognitive Quizzes	

Assessment: Each day student will be taught one level of the pyramid and the students will write activities they have available to them outside of school. At the end of the week, students will create a one week physical activity plan they can follow outside of the classroom musing what they learned from the activity pyramid. Teacher will ask students to follow their plan and have them evaluate their ability to follow through.

Shelby County Schools TN State Content Standards for Fitness and Conditioning II

Standard: 1 Movement

Motor Skill and Movement Patterns: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Demonstrate competency in basic and advanced skills and tactics in at least one activity from each of three of the following categories: as, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, and team sports

Essential Learning

Student will meet this standard by demonstrating an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities to enhance Cardiovascular endurance, Muscular strength, Muscular endurance and Flexibility

1.3.1 demonstrate the ability to apply advanced motor skills and movement patterns relative to advanced eye-hand/foot coordination and high levels of strategy

1.3.2 demonstrate proficient movement patterns in a variety of physical activities (e.g., aquatics, dance and rhythms, individual, dual, and team sports, **fitness activities**)

1.3.4 analyze biomechanical principles while performing physical activities.

-

Standard 2 :

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Essential Learnings

Apply concepts and principles of human movement to the development of motor skills and the learning of new skills.

2.5

All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

2.6 Fitness:

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

Standard 3: Physical Activity

Essential Learning

3.3.1 monitor physical activity through the use of a pedometer, heart rate monitor, and/or physical activity log or other appropriate technology

3.3.2 accumulate on most days a recommended number of minutes of moderate to vigorous physical activity outside of physical education class

3.3.3 understand the ways in which personal characteristics, personal lifestyles, and activity preferences will change over a lifespan

3.3.4 analyze the benefits of regular participation in physical activity (i.g., explain the benefits of exercise how it relates to stress management)

3.3.5 refine skills, expand knowledge, cultivate

Standard 5.0 – Personal and Social Responsibility

A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

The student will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Essential Learning

- respond to challenges, successes and failures in socially appropriate ways as a player or spectator
- apply etiquette and encourage others to exhibit etiquette in all physical activity settings
- provide support and encouragement for classmates
- identify the social and emotional benefits of participating in physical education (e.g., stress relief, friends, relaxation)
- implement strategies for inclusion of others into physical activities
- understand and demonstrate the importance of team work, sportsmanship and fair play
- exhibit appropriate cooperative learning techniques in small, medium and large group settings (e.g., serving as a leader, serving as a follower, supporting one another)
- participate in physical activity that fosters an appreciation of cultural, ethnic, gender and physical diversity
- explore new activities that meet individual fitness needs
- create self-rewards for achieving personal fitness/physical activity goals
- integrate physical activity meaningfully into daily life
- differentiate intrinsic and extrinsic reasons for participating in physical activity
- evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth

Standard 4.0 – Fitness

A physically educated person achieves and maintains a health-enhancing level of physical fitness.

Essential Learnings:

- increased heart rate
- recognize the physiological indicators that accompany moderate to vigorous physical activity
- identify the components of health-related physical fitness
- identify at least one activity associated with each component of health related physical activity

**Integration & Information
Literacy**

- Shares knowledge and information with others.
- Draws conclusions.
- Pedometers and heart rate monitors are used to monitor physical activity.
- Home fitness technology can be used such as Wii games and Dance, Dance, Revolution.
- Tracks physical activity on fitness websites such as “Let’s Move Active School” and other integration activities

**Overarching Enduring
Understandings**

- The students will understand that by learning and participating in lifetime and individual activities, they are building a basis to maintain a happy and healthy lifestyle in the future.
- The students will understand that they will be able to stay active in other ways than team sports
Grades 9-12: Student expectations (at the end of grade 12)
- High school students are more comfortable with their new interests and their physiques, thus once again enjoying movement for

Fitness and Conditioning II:

	OBJECTIVE
1st week Cognitive Approximately five – 55 minute periods of time to complete Standard 1.0, 4.0	Lesson/Information to be Covered Orientation Discuss safety issues pertaining to exercises, equipment and safety in general. <ul style="list-style-type: none"> • Course Syllabus • Attendance Procedures • Rules and Regulations • Locks and Lockers • Uniforms • Go over rules associated with the course activities.
2 nd week Asthma Awareness	
3rd Week Cognitive/Perform Approximately five –55 minute periods of time to complete Perform/Cognitive	Identify safety issues Explain methods of monitoring levels of intensity during aerobic activities. Review heart rate checks. Use technology to analyze data to evaluate and monitor. 1 week Testing and Conditioning <ul style="list-style-type: none"> • Health Related - Fitness Tests/Conditioning -PACER • Correct Warm-up/Cool-Down to be used in course • Recreational Activities Notebook Understand the history <ul style="list-style-type: none"> • Lecture and Discussion • Discuss roles of other cultures and customs • Use a variety of problem-solving strategies such a chart/diagram.
4th Week Perform Approximately five –55minute periods of time to	<ul style="list-style-type: none"> • Goal setting, using a fitness journal/ selection of activities. Review basic core exercises and application to everyday movements. • Use a variety of equipment. • Med / stability balls, bands, BOSU, etc.

complete	<ul style="list-style-type: none"> • Circuit training. • Review of floor exercises. Practical application. • Concentrate on correct techniques and body mechanics during practical application exercises. • Concentrate on complex motor skills with med balls/ stability balls, etc. to improve performance.
<p>5th Week Perform Approximately five –55minute periods of time to complete</p>	<ul style="list-style-type: none"> • Muscular strength/endurance exercise review. Focus on correct technique and mechanics during practical application. • Pre – Testing/Goal Setting for fitness improvement • Pre-test on 12 minute walk/run, push-ups crunches or max weight lifts on core lifts. • Calculate individual target heart rate and analyze how to adjust intensity.
<p>6th Week Perform Approximately five –55minute periods of time to complete</p>	<ul style="list-style-type: none"> • Muscular strength/endurance exercise review. Focus on correct technique and mechanics during practical application. • 6th week- Nutrition and muscles. Discuss and explain the importance of balanced nutrition and it's impact on muscular development. On off days (in groups) create 3 balanced meal plans and 3 snacks.
<p>7th Week Perform Approximately five –55minute periods of time to complete</p>	<ul style="list-style-type: none"> • Nutrition and muscles. Discuss and explain the importance of balanced nutrition and its impact on muscular development. On off days (in groups) create 3 balanced meal plans and 3 snacks. • Review the importance of balanced nutrition.
<p>8th Week Perform</p>	<ul style="list-style-type: none"> • Cardio. Introduce circuit training, and show and apply

<p>Approximately five –55minute periods of time to complete</p>	<p>how to check pulse.</p> <ul style="list-style-type: none"> • Calculate individual target heart rate and analyze how to adjust intensity. • Muscular anatomy. On off days, discuss in detail the anatomy and function of individual muscle groups. On work out days reinforce the muscles worked and covered the previous day. Review the importance of balanced nutrition.
<p>9th week Perform Approximately five –55minute periods of time to complete</p>	<ul style="list-style-type: none"> • Cardio. Introduce circuit training, and show and apply how to check pulse. • Calculate individual target heart rate and analyze how to adjust intensity. Muscular anatomy. On off days, discuss in detail the anatomy and function of individual muscle groups. On work out days reinforce the muscles worked and covered the previous day. Review the importance of balanced nutrition • FITT. Go over and explain the FITT principle. Frequency (how often you exercise), Intensity (how hard you work during exercise), Time (how long you exercise), Type (type of activity you’re doing). Use sport/life style specific examples.

Pacing Guide Timeline by Quarters

Timeline by Year

Topic	Suggested Timeframe
Rules/Procedures	1 week
Asthma Awareness	1 week
Fitness Test (Pre/Post)	1 weeks
Individual Activity: Dance, Aerobics or Rhythms	5 weeks
Individual Activity 1 st Unit	5 weeks
Team Activity: 1 st Unit	5 weeks
Individual Activity 2 nd Unit	5 weeks
Team Activity: 2 nd Unit	5 weeks
Asthma Awareness/Environmental Factors	1 week
Teacher's choice of standards-based activities or extension of Individual, team or lifetime activity unit	5 weeks

Enduring Understandings Quarters 3&4

The students will understand that by learning and participating in lifetime and individual activities, they are building a basis to maintain a happy and healthy lifestyle in the future. The students will understand that they will be able to stay active in other ways than team sports

- Communicate with teammates
- Cooperate with teammates
- Research and write a report about the activity
- Appreciate the mental, social, and physical benefits of recreational activities.
- Practice skills on their own
- Perform in a short – sided or modified game
- Perform in a regular game
- Officiate a game
- Play many positions effectively
- Keep score effectively
- Exhibit the qualities of a good teammate
- Serve as captain or manager of a team
- Enforce the rules and se
- The ability to understand social skills through the use of demonstrations, Peer to Peer instruction and Cross-cultural awareness
- Exhibit an improved skill level of activity performance through:
 1. Demonstrations
 2. Stop/correct/refine
 3. video usage for correction techniques
- **Develop Strategies or activities for stress management**
 1. Practice breathing and relaxation techniques
 2. Demonstrations
 3. Handouts
 4. Exhibit attributes of positive communication and etiquette
- Demonstrate ways to advocate for safety, and prevent unintentional injuries
- Access valid and reliable information regarding qualities of a healthy life style
- Comprehend the relationship between feelings and actions
- Analyze how positive health behaviors can benefit people throughout their life span
- Students are able to display good sportsmanship
- Students are mentally prepared for participation
- Be able to use skills learned in one activity and apply them in another
- Practice for improvement
- Understand the correlations between emotional and social wellness, enjoyment and recreational activities
- Enjoy achievement of health enhancing levels of fitness.
- Participate effectively and to the best of their ability without using performance enhancing substances
- Describe how peer physical development may change during adolescence

Essential Questions to Enduring Understandings

- What course of action will you take to maintain mental, physical, and social health in your future?
If food is labeled with nutritional information all over the country, why do some states have higher rates of obesity?
- What are the steps and key components for developing a physical fitness program to have life-long benefits?

Recreational Activities Glossary of Terms

Aerobic	Energy producing system within the muscle that requires oxygen.
Agility	The ability to change direction with the least amount of effort and time.
Anaerobic	Energy producing system within the muscle that is without oxygen.
Cardiovascular Endurance	The heart, lungs, and blood vessels work together as a team to allow one to stay active and exercise for a long period of time.
Circuit Training	A series of exercises in which a person moves from one station to another.
Coordination	The ability to integrate separate motor systems within varying sensory modalities into efficient movement. Coordination is linked to the motor fitness components of balance, speed, and agility.
Dynamic stretching	Involves moving parts of the body continuously while gradually increasing reach, speed of movement or both gently through a full range of motion. Stretching performed while in motion.
Flexibility	The muscles' ability to move a joint through a full range of motion
Interval Training	A method of training that involves alternating high intensity exercises with recovery periods.
Muscular Endurance	The maximum <i>number</i> of repetitions one can push, pull, or carry.
Muscular Strength	The maximum amount of weight one can lift, push, pull, or carry at <i>one</i> time.
Plyometrics	Exercise involving moving one's body over distance. It involves rapidly repeating stretching and contracting of muscles (as by jumping and rebounding) to increase muscle power.
Resistance Training	An activity that places an additional force against the muscle or muscle group.
Static Stretching	Involves stretching a muscle to the point of mild discomfort by holding it in a maximal stretch for an extended period.
Target Heart Rate Zone	Exercising within a range of 50 to 85% of one's maximum heart rate.

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Point	A specific location in space that has no discernible length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
Physical activity	Any fitness, sports, or recreational activity involving movement

PHYSICAL EDUCATION LITERACY

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grades 9-12: Student expectations (at the end of grade 12)

High school students possess motor skills and movement patterns allowing participation in a variety of physical activities at achieve a degree of success

Students demonstrate the ability to perform basic and advanced skill

Demonstrates understanding of movement concepts, principles, strategies, and tactics

as they apply to the learning and performance of physical activities.

High school students demonstrate knowledge and understandings necessary to develop scientifically based personal activity plans that include selected sports and activities. They use complex movement and principles independently refine their skills and apply them to learning new skills. Advanced activity related to discipline-specific knowledge is integrated so that students develop the ability to learn self-assess and improve movement skills independently. They also can recognize elite-level performance.

Participates regularly in physical activity.

Grades 9-12: Student expectations (at the end of grade 12)

High school students fully recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle and possess the skills, knowledge, interest, and desire to maintain an active lifestyle. They willingly participate in physical activities on a regular basis that contribute to the attainment of and maintenance of personal physical activity goals. Students at this age make conscious decisions regarding their physical activity participation and assume a mature role in managing their participation based on needs, personal interests, capabilities, and resources. They possess adequate movement capabilities and behavioral skills that provide a basis for continued learning and regular physical activity participation. They can independently apply appropriate training

Achieves and maintains a health-enhancing level of physical fitness.

Grades 9-12: Student expectations (at the end of grade 12)

Young adults assume greater self-responsibility in their lives and display greater autonomy in their personal behaviors. They demonstrate responsibility for their own

35 health-related fitness status by participating in appropriate physical activities on a regular basis. They engage in activities in a variety of settings (e.g., school, home, workplace, community) for the purpose of achieving and maintaining health-related fitness. They are largely independent in assessing their personal fitness status, and they can interpret information from fitness tests and use this information to plan and design their own programs to achieve and maintain personal fitness goals that encompass all fitness components .

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Grades 9-12: Student expectations (at the end of grade 12)
Young adults demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in a physical activity setting. Young adults can demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings. They are able to respond to potentially explosive interactions with others by mediating and settling conflicts. Students synthesize and evaluate knowledge regarding the role of physical activity in a culturally diverse society. Students make enlightened personal choices for engaging in physical activity over their life span; recognizing the influence of age, disability, gender, race, ethnicity, socioeconomic status, and culture. They develop a personal philosophy of participation reflecting inclusive practices in physical activity settings.

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Grades 9-12: Student expectations (at the end of grade 12)
High school students are more comfortable with their new interests and their physiques, thus once again enjoying movement for the sheer pleasure of moving. They enjoy the challenge of working hard to better their skills, and they feel satisfaction when they are successful in improving, especially while pursuing personal goals. They enjoy regular participation in selected activities, either alone or with friends. Students can explain why participation in these activities is enjoyable and advantageous.

Common Core Anchor Standards

- Read closely to determine what the text says explicitly and to make logical inferences from it.; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSSLR
 - Determine central ideas or themes of a text and analyze their development: summarize the key supporting details and ideas
CCSSLR
 - Draw evidence from literary or informational texts to support analysis, reflection and research.
CCSSLW
- 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
 - Construct an argument/make a claim: Should parents be charged with child abuse if they have an obese child? Should the physical education requirement be waived for varsity athletes? Should physical education students be grouped by gender or mixed? Is the requirement for physical education too small given statistics on children with obesity?
 - 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
 - Compose and select an audience for an informative or explanatory text about: skill technique, components of fitness, importance of overload, or why goal setting is important.
 - 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
 - Compose a response to a prompt such as: imagine what your life would be like if it contained no physical activity. What would happen in twenty years?
 - Reflect on real life experiences that impact, either negatively or positively in their life with regard to fitness.
 - 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
 - Write directions for a skill, task, or exercise that is appropriate for peers, a grade level below, or a grade level above.
 - 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

- Create a basic warm up plan and through peer review incorporate more complex movements/tasks/concepts.
6. **Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
 - Search and find prompts on the Internet such as: find types of activities for local community fitness resources, locate recreational activities, research lifting programs and use them as a resource to create a fitness plan.
 - Locate running/walking routes on the Internet and reflect on the difficulty of the course.
 7. **Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**
 - Research topics such as: appropriate ages to start fitness/weight training for specific activities, developmentally appropriate for age.
 - **Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**
 - Differentiate between a credible fitness regime and a 'fad' fitness workout.
 8. **Draw evidence from literary or informational texts to support analysis, reflection, and research.**
 - Identify and extract facts from recent news articles pertaining to guidelines for exercise and relate it to fitness plans.
 9. **Write routinely over extended time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
 - Write in a journal: weekly, daily, quarterly as a way to reflect on fitness progress.

CCSSMath

Analyze proportional relationships and use them to solve real-world and mathematical problems
Interpret functions that arise in terms of the context
Summarize, represent and interpret Data on a single count or measurement variable.

1. **Make sense of problems and persevere in solving them.**
 - Evaluate levels of fitness and progress through testing or monitoring of pedometers
 - Analyze fitness log information.
 - Persevere during cooperatives and initiatives.

- Use pictures to model proper sequence of skills or lifting techniques.
- Justify answers that will be supported by facts/evidence.
- Change the intensity of an exercise or workout through varied problem solving (there are many ways to solve a problem not just one).

2. Reason abstractly and quantitatively.

- Review and analyze the meaning of fitness-gram data.
- Discover reasons why fitness scores are at present level and develop a personal workout plan or daily routine.
- Compare and contrast level of participation/intensity with amount of calories burned.

3. Construct viable arguments and critique the reasoning of others.

- Identify which strategy or tactic worked best in a game situation then defend your position with facts.
- Develop a playbook that would be communicated with peers and explanations given as to why certain plays were chosen for small groups.
- Peer review: skills, written work, flip camera

4. Model with mathematics.

- Analyze data on current topics to determine problems within the local community (child obesity, nutrition, food choice, gaming, lack of physical activity).
- Use mathematics as a tool to identify problems, make predictions, and create solutions.

5. Use appropriate tools strategically.

- Use available resources to problem solve: modified rackets, movable targets.
- Use equipment as a way to demonstrate a mathematical problem.
- Use a limited number of non-traditional resources to accomplish an objective or task (mission impossible).
- Make predictions about performance or task.

6. Attend to precision.

- Use of proper skill technique: game situations (offense/defense), weight lifting technique and form, fitness testing technique
- Use of efficient body movement: sprinting, long distance form, proper pivoting, push ups

7. Look for and make use of structure.

- Use of non-traditional work out material to achieve a workout (bleachers used for dips, chairs used for incline bench, walls used for isometric exercises).

8. Look for and express regularity in repeated reasoning.

- Identify trends in the media and community and how it can impact your health or physical activity (accessibility to parks, paths, transportation, proximity, etc.).
- Identify and evaluate environment and reason how to make healthier lifestyle choices (accessibility to parks, paths, transportation, proximity, etc.).

Instructional Fitness and Conditioning II Semester Guide:

1st week - Course Syllabus, Attendance Procedures, Rules and regulations (school and rules associated with the course activities.)

Assessments- Pre-Test

2nd week- Identify safety issues, explain methods of monitoring levels of intensity during aerobic activities, discuss safety issues pertaining to exercises, equipment and general safety, review heart rate checks.

Assessments-Pre-test/goal setting for fitness improvement. Pre-test 12 min walk/run, push-ups, crunches.

3rd week- Goal setting, review basic core exercises and application to everyday movements, practice circuit training, review floor exercises.

Assessments- Calculate individual heart rate and analyze how to adjust intensity.

4th week- 5th week- Identify muscle of the body, muscular endurance and strength training of muscle groups. Introduce students to a 3 day work out for a 3 week rotation.

Qtr. 2

10th week- Flexibility and how it's importance to over all fitness. Students design new 3 day a week work out program for muscular fitness (6 weeks), including strength training and cardio. Off days discuss the importance of stress management and it's relationship with rest and recovery.

11th week- Discuss the proper diet and supplement use. Discuss the dangers and negative effects of steroid, alcohol and tobacco use.

12th week- Safety Tips. Discussion on the importance of hydration, exercise clothing, a heat related illness and heat index as it relates to exercise.

13th week- Review the major muscle groups and exercises to help the development of these groups.

14th week- Discussion of long term benefits of exercising. Evaluate and discuss how to make necessary changes in an individual wellness plan as lifestyle changes occur.

15th week- Training muscle groups. Use the 3 day work out plan for class activity. Use the off day to design a chart of progress. (body fat, pre/post test max's, weight)

16th week- Discuss consumer issues. Begin researching and information for a presentation on fitness.

17th week- Personal trainer, routine designer, demonstrate improved fitness level. In groups students share and discuss designed routines, health related components and practical application.

18th week- Make up physical testing work, clean up and wrap up. Make up work to be done. Hand out and discuss study sheets. Review the terminology. Distribute the final exam.

Health and Fitness (Physical Education)

Connections to Common Core State Standards (CCSS)

Connections to English Language Arts:

EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

EALR, Essential Academic Learning Requirement (EALR 1.0)

CCSS, Common Core State Standards (SL.9-10.4)

RI, Reading Standards for Informational Text

GLE, Grade Level Expectations (1.1.5)

Component	CCSS Connection	Sample Activity
<p>Component 1.1 Develops motor skills and movement concepts as developmentally appropriate</p>	<p>SL.9-10.4 Present information, findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>GLE 1.1.5 Applies understanding of movement concepts. Students video tape a peer performing the tennis serve. Using a rubric and the video recording, students analyze movement concepts and evaluate performance in a clear and logical manner.</p>
<p>Component 1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.</p>	<p>SL.9-10.4 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>GLE 1.2.2 Applies skills and strategies necessary for effective participation in physical activities. Students collaborate in teams to develop offensive plays based on tactical strategies for team sports.</p>
<p>Component 1.3 Understands the components of health related fitness and interprets information from feedback, evaluation, and self assessment in order to improve performance.</p>	<p>WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>GLE 1.3.2 Analyzes the progress of a fitness plan. Student compares personal fitness data with healthy fitness standards and writes findings in a fitness journal. Students use information from findings to develop health and fitness goals.</p>

<p>Component 1.4 Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self assessment in order to improve performance.</p>	<p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on other's ideas and expressing their own clearly and persuasively.</p>	<p>GLE 1.4.1 Applies the components of skill-related fitness to physical activity. Using questioning strategies, have students analyze skill-related fitness components as they relate to specific physical activities, e.g., With a partner, students think/pair/share by answering the following questions. "Can you describe three motor skills that require power?" Which skill-related fitness components did you use during today's activity? What skill-related fitness component do you think is easiest for you? What do you think has contributed to this?</p>
<p>Component 1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance.</p>	<p>RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>	<p>GLE 1.5.3 Analyzes the effectiveness of various nutritional products. Student collects weight loss and weight gain advertisements from magazines or on the internet. Student compares and contrasts findings that support or contradicts advertisements. Students create a poster to share findings.</p>

Connections to English Language Arts, Grade 9-10

EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

Component	CCSS Connection	Sample Activity
<p>Component 2.1 Understands dimensions and indicators of health.</p>	<p>SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>GLE 2.1.1 Evaluates dimensions of health and relates to personal health behaviors. Using text and the internet, gather evidence that supports the correlation between the consumption of supersized portions and obesity. Students create a power point illustrating their findings.</p>
<p>Component 2.2 Understands stages of growth and development.</p>	<p>RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p>GLE.2.3.2 Analyzes personal health practices and how they affect non-communicable diseases. Students research a non-communicable disease using at least 3 sources then create a brochure outlining, causes, affects and prevention.</p>
<p>Component 2.4 Acquires skills to live safely and reduce health risks.</p>	<p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>GLE 2.4.3 Analyzes stress and how it relates to personal stress-management strategies. Student creates and performs a skit on effective stress management techniques identifying the signs and symptoms of stress, coping strategies and community resources to access help. (Relates to HS OSPI Developed Assessment; “Dear Stressed and Depressed”)</p>

Connections to English Language Arts, Grade 9-10

EALR 3: The student analyzes and evaluates the impact of real-life influences on health.

Component	CCSS Connection	Sample Activity
Component 3.1 Understands how family, culture, and environmental factors affect personal health.	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on other's ideas and expressing their own clearly and persuasively.	GLE 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices. Using teacher provided resources, students participate in a jigsaw activity focused on the environmental risks associated with different career pathway e.g., firefighters and smoke inhalation, falls, and overuse injuries.
Component 3.2 Evaluates health and fitness information.	WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	GLE 3.2.1 Evaluates health and fitness information. Evaluate three diet plans from a teacher generated list. Document the pros and cons in all three to determine the best option for long term health benefits.
Component 3.3 Evaluates the impact of social skills on health.	W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences.	GLE 3.3.1 Analyzes conflict situations. Students create a narrative for a skit on demonstrating effective conflict resolution skills. (Relates to HS OSPI Developed Assessment; "Cut Out Conflict")

Connections to English Language Arts, Grade 9-10

EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.

Component	CCSS Connection	Sample Activity
Component 4.1 Analyzes personal health and fitness habits.	WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following standard format for citation.	GLE 4.1.2 Analyze career opportunities in health and fitness. In groups, students research careers related to health and fitness. Using jigsaw format, students share evidence/sources of the selected career. Individuals determine which career paths most closely relate to their interests.
Component 4.2 Develops and monitors a health a fitness plan	SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	GLE 4.2.2 Understands barriers to physical activity and healthy lifestyle. Students brainstorm barriers that could affect their progress toward personal fitness goals. Discuss ways to overcome these barriers in order to develop a plan of action.