

# Southern York County School District Instructional Plan

**Personal Fitness/Sport I**  
**Grade Level: 9, 10, 11, 12**

**Textbook(s)/Instructional Materials Used:** Online resources with learning concepts through the class activities. Welnet (data collection software)

<b>Dates: August (Semester 1), January (Semester 2)</b>	<b>Unit Plan: Fitness Assessment and Goal Setting</b>
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**Stage 1 – Desired Results**

**PA Standard(s)/Assessment Anchors Addressed:**  
**10.4.9.A:** Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.  
  
**10.4.9.C:** Analyze factors that affect the responses of body systems during moderate to vigorous physical activities

- healthy fitness zone
- individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)

<p><b>Understanding(s):</b>  <b>Students will understand</b></p> <ol style="list-style-type: none"> <li>1. Their fitness levels compared to age and gender health standards.</li> <li>2. The five components of fitness.</li> <li>3. How to analyze data to make personal fitness goals.</li> <li>4. The scope and sequence of the Welnet program.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How can Welnet Fitness Testing assess my physical strengths and weaknesses?</li> <li>● How are the fitness tests related to the five components of fitness?</li> <li>● How can I use assessment results to set personal fitness goals to improve my overall health?</li> <li>● How is Welnet used to track personal growth?</li> </ul>
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<p><b>Learning Objectives:</b>  <b>Students will know...</b></p> <ul style="list-style-type: none"> <li>● The fitness testing parameters</li> <li>● The Five Components of Fitness</li> <li>● The SMART Goal-Setting Model</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Analyze their fitness scores.</li> <li>● Associate a fitness test for each component of fitness.</li> <li>● Create fitness goals based on their data.</li> <li>● Navigate Welnet Fitness Module</li> </ul>
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<b>Dates: September (Semester 1), February (Semester 2)</b>	<b>Unit Plan: Benefits and Effects of Physical Activity</b>
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**Stage 1 – Desired Results**

**PA Standard(S)/Assessment Anchors Addressed:**  
**10.4.9.A:** Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.  
**10.4.9.B:** Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.

- stress management
- disease prevention
- weight management

**10.4.9.D:** Analyze factors that affect physical activity preferences of adolescents.

- skill competence
- social benefits
- previous experience
- activity confidence

<p><b>10.4.9.E:</b> Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.</p> <ul style="list-style-type: none"> <li>• personal choice</li> <li>• developmental differences</li> <li>• amount of physical activity</li> <li>• authentic practice</li> </ul> <p><b>10.4.9.F:</b> Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p> <ul style="list-style-type: none"> <li>• group dynamics</li> <li>• social pressure</li> </ul>	
<p><b>Understanding(s):</b> <i>Students will understand</i></p> <ol style="list-style-type: none"> <li>1. The effects of regular physical activity on physical, mental and social health.</li> <li>2. The mental and social impacts of team sports, individual sports, group and individual fitness activities.</li> <li>3. How enjoyment, group dynamics, social pressures, and developmental differences impact their physical activity choices.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How does moderate to vigorous physical activity affect each of the three types of health?</li> <li>• How do different types of activity affect you in different ways?</li> <li>• How do various factors impact your regular participation in physical activity and motor skill development?</li> </ul>
<p><b>Learning Objectives:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The physical benefits of regular physical activity including weight management, chronic disease prevention, and musculoskeletal stability.</li> <li>• The social benefits of regular physical activity including teamwork, positive peer pressure, leadership skills, and accepting individual differences.</li> <li>• The mental benefits of regular physical activity including stress management, improving self-esteem, oxygenation to the brain, increasing mental capacities, and mood elevation.</li> <li>• The different benefits of team sports, individual sports, group fitness, and individual fitness.</li> <li>• Factors that impact activity choice, which include enjoyment, social pressures, group dynamics, and developmental differences.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the physical benefits of regular physical activity including weight management, chronic disease prevention, and musculoskeletal stability.</li> <li>• Analyze their personal level of regular physical activity.</li> <li>• Describe the social benefits of regular physical activity including teamwork, positive peer pressure, leadership skills, and accepting individual differences.</li> <li>• Explain the mental benefits of regular physical activity including stress management, improving self-esteem, oxygenation to the brain, increasing mental capacities, and mood elevation.</li> <li>• Compare the benefits of various activities including team sports, individual sports, group fitness, and individual fitness.</li> <li>• Analyze their personal factors of enjoyment, social pressures, group dynamics, and physical development.</li> </ul>
<p><b>Dates:</b> October (Semester 1), March (Semester 2)</p>	<p><b>Unit Plan:</b> Five Components of Fitness</p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Standard(S)/Assessment Anchors Addressed:</b></p> <p><b>10.1.9.B:</b> Analyze the interdependence existing among the body systems.</p> <p><b>10.4.9.A:</b> Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.</p> <p><b>10.4.9.B:</b> Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p> <ul style="list-style-type: none"> <li>• stress management</li> <li>• disease prevention</li> <li>• weight management</li> </ul> <p><b>10.4.9.C:</b> Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> <li>• healthy fitness zone</li> <li>• individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)</li> </ul>	

<p><b>Understanding(s):</b> <b>Students will understand...</b></p> <ol style="list-style-type: none"> <li>1. The difference between muscular strength and muscular endurance.</li> <li>2. The difference between cardiorespiratory endurance and muscular endurance.</li> <li>3. How the cardiovascular and respiratory systems work together to create the cardiorespiratory system of energy production.</li> <li>4. How improving fitness levels can have a positive effect on each area of health.</li> <li>5. How to train each health-related component of fitness.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How are the five health-related components of fitness alike and different?</li> <li>• How do the five health-related components of fitness affect one's physical, mental and social health?</li> <li>• How can one improve their fitness level in each of the health-related components of fitness?</li> </ul>
<p><b>Learning Objectives:</b> <b>Students will know . . .</b></p> <ul style="list-style-type: none"> <li>• The five health-related components of fitness (Cardiorespiratory Endurance, Muscular Strength, Muscular Endurance, Flexibility, Body Composition)</li> <li>• How each component effects physical, mental and social health.</li> <li>• Training effects of each component.</li> <li>• Assessments for each component.</li> <li>• Training methods for each component.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Compare the five health-related components of fitness.</li> <li>• Identify benefits of each component.</li> <li>• Identify exercises and programs to improve each component.</li> <li>• Assess their personal fitness in each component.</li> </ul>
<p><b>Dates: November (Semester 1), April (Semester 2)</b></p>	<p><b>Unit Plan: Skill Related Components of Fitness</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Standard(S)/Assessment Anchors Addressed:</b></p> <p><b>10.4.9.A:</b> Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.</p> <p><b>10.4.9.D:</b> Analyze factors that affect physical activity preferences of adolescents.</p> <ul style="list-style-type: none"> <li>• skill competence</li> <li>• social benefits</li> <li>• previous experience</li> <li>• activity confidence</li> </ul> <p><b>10.4.9.E:</b> Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.</p> <ul style="list-style-type: none"> <li>• personal choice</li> <li>• developmental differences</li> <li>• amount of physical activity</li> <li>• authentic practice</li> </ul> <p><b>10.5.9.A:</b> Describe and apply the components of skill-related fitness to movement performance.</p> <ul style="list-style-type: none"> <li>• agility</li> <li>• balance</li> <li>• coordination</li> <li>• power</li> <li>• reaction time</li> <li>• speed</li> </ul> <p><b>10.5.9.C:</b> Identify and apply practice strategies for skill improvement.</p>	
<p><b>Understanding(s):</b> <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. The difference between health-related and skill-related components of fitness.</li> <li>2. The six skill-related components of fitness.</li> <li>3. How to assess and improve each of the skill-related components of fitness.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How are the 6 Skill-related Components of Fitness alike and different?</li> <li>• How do each of the skill related-components of fitness affect performance in various sports?</li> </ul>

<p>4. How each of the skill-related components of fitness impact achievement in various sports and games.</p>	<ul style="list-style-type: none"> <li>• How can you assess each of the skill-related components of fitness?</li> <li>• How do you train each of the skill-related components of fitness?</li> </ul>
<p><b>Learning Objectives:</b> <b>Students will know . . .</b></p> <ul style="list-style-type: none"> <li>• The six skill-related components of fitness.</li> <li>• Assessments for each component.</li> <li>• Training techniques for each component.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Differentiate between health-related and skill-related components of fitness.</li> <li>• Assess their personal fitness levels related to the skill-related components.</li> <li>• Apply the skill-related components to various sports and games.</li> <li>• Apply training techniques associated with the skill-related components to their workouts.</li> </ul>
<p><b>Dates: December (Semester 1), May (Semester 2)</b></p>	<p><b>Unit Plan: Introduction to Fitness Technology</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Standard(S)/Assessment Anchors Addressed:</b>  <b>10.4.9.A:</b> Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.  <b>10.4.9.C:</b> Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> <li>• exercise (e.g., climate, altitude, location, temperature)</li> <li>• healthy fitness zone</li> <li>• individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)</li> <li>• drug/substance use/abuse</li> </ul> <p><b>10.5.9.D:</b> Identify and describe the principles of training using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• specificity</li> <li>• overload</li> <li>• progression</li> <li>• aerobic/anaerobic</li> <li>• circuit/interval</li> <li>• repetition/set</li> </ul>	
<p><b>Understanding(s):</b> <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. How pedometers and heart rate monitors can help assess the intensity of various activities.</li> <li>2. How pedometers and heart rate monitors can measure student's individual effort level in physical activity.</li> <li>3. That using a heart rate monitor can help them reach various target heart rate zones for desired effects.</li> <li>4. The strengths and weaknesses of the various pieces of cardio equipment (bikes, recumbent bikes, ellipticals, treadmills).</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can various forms of fitness technology help me assess my fitness levels?</li> <li>• How can I incorporate fitness technology into my physical activity?</li> <li>• How do the various heart rate zones affect your physical health in different ways?</li> <li>• How do the different pieces of cardio equipment achieve various fitness objectives/goals?</li> </ul>
<p><b>Learning Objectives:</b> <b>Students will know . . .</b></p> <ul style="list-style-type: none"> <li>• What pedometers and heart rate monitors measure in regards to various physical activities.</li> <li>• The various heart rate zones.</li> <li>• The intensity needed to reach each of the heart rate zones.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Correctly utilize a pedometer, heart rate monitor, recumbent bike, stationary bike, elliptical, and treadmill.</li> <li>• Assess their fitness levels through the use of pedometers and heart rate monitors.</li> </ul>

<ul style="list-style-type: none"> <li>The differences between cardio equipment: recumbent bike is no impact and body is supported by equipment, bike is no impact and posture is maintained through core stabilization, elliptical is low impact and posture and balance are maintained through core stabilization, treadmill is high impact and posture and balance are maintained through core stabilization.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze their intensity levels through the use of pedometers and heart rate monitors.</li> <li>Differentiate between the heart rate zones and choose zones appropriate to meet their individual fitness goals.</li> <li>Differentiate between the various cardio equipment and choose machines appropriate for their individual needs.</li> </ul>
<b>Dates: January (Semester 1), May-June (Semester 2)</b>	<b>Unit Plan: Games Strategies</b>
<b>Stage 1 – Desired Results</b>	
<p><b>PA Standard(S)/Assessment Anchors Addressed:</b></p> <p><b>10.4.9.A:</b> Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.</p> <p><b>10.4.9.F:</b> Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p> <ul style="list-style-type: none"> <li>group dynamics</li> <li>social pressure</li> </ul> <p><b>10.5.9.F:</b> Describe and apply game strategies to complex games and physical activities.</p> <ul style="list-style-type: none"> <li>offensive strategies</li> <li>defensive strategies</li> <li>time management</li> </ul>	
<p><b>Understanding(s):</b> <b><i>Students will understand . . .</i></b></p> <ol style="list-style-type: none"> <li>Offensive strategies for individual sports such as badminton, tennis, and pickle ball.</li> <li>Defensive strategies for individual sports such as badminton, tennis, and pickle ball.</li> <li>Offensive strategies for team sports/activities such as basketball, soccer, football, ultimate, softball, floor hockey, handball, capture the flag, and kickball.</li> <li>Defensive strategies for team sports/activities such as basketball, soccer, football, ultimate, softball, floor hockey, handball, capture the flag, and kickball.</li> <li>Fair and sportsmanlike time management strategies for team sports/activities such as basketball, soccer, football, ultimate, softball, floor hockey, handball, capture the flag, and kickball.</li> <li>How group dynamics impact success of a team or group.</li> </ol>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li>How will the application of offensive strategies improve success in various sports and games?</li> <li>How will the application of defensive strategies improve success in various sports and games?</li> <li>How will the application of time management strategies improve success in various sports and games?</li> <li>How can the assessment of dynamics within a group impact success?</li> <li>How do rules for games impact sportsmanship?</li> </ul>
<p><b>Learning Objectives:</b> <b><i>Students will know . . .</i></b></p> <ul style="list-style-type: none"> <li>Offensive strategies of set up shots and finish shots.</li> <li>The importance of moving an opponent to reduce an opponent's shot capabilities and increase energy expenditure.</li> <li>Defensive posture and positioning on the court.</li> <li>Efficient defensive movement to conserve energy expenditure and improve quickness.</li> <li>Offensive formations and movement in relation to teammates and opponents.</li> </ul>	<p><b><i>Students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>Apply offensive strategies to a given sport or game.</li> <li>Apply defensive strategies to a given sport or game.</li> <li>Demonstrate posture and positioning during individual sports.</li> <li>Demonstrate efficient defensive movement to conserve energy expenditure and improve quickness.</li> <li>Analyze offensive formations and movement in relation to teammates and opponents.</li> </ul>

- Effective decision making in regards to passing, shooting, dribbling, etc.
- Defensive formations and movement in relation to teammates and opponents.
- Effective decision making in regards to blocking, tackling, stealing, containing, and supporting.
- Fair and sportsmanlike time management strategies for beginning, middle and end of competition in relation to score.

- Demonstrate effective decision making throughout the course of a competition.
- Analyze defensive formations and movement in relation to teammates and opponents.
- Apply fair and sportsmanlike time management strategies for beginning, middle and end of competition in relation to score.