

Southern York County School District Instructional Plan

Personal Fitness/Sport II

Grade Level: 9, 10, 11, 12

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

Dates: August (Semester 1), January (Semester 2)

Unit Plan: Fitness Assessment and Goal Setting

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

10.4.12.A: Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.

10.5.12.A: Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.

Understanding(s):

Students will understand

1. Their fitness levels compared to age and gender health standards.
2. The five components of fitness.
3. How to analyze data to make personal fitness goals.
4. The scope and sequence of the Welnet program.

Essential Question(s):

- How can Welnet Fitness Testing assess my physical strengths and weaknesses?
- How are the fitness tests related to the five components of fitness?
- How can I use assessment results to set personal fitness goals to improve my overall health?
- How is Welnet used to track personal growth?

Learning Objectives:

Students will know...

- The fitness testing parameters
- The Five Components of Fitness
- The SMART Goal-Setting Model

Students will be able to:

- Analyze their fitness scores.
- Associate a fitness test for each component of fitness.
- Create fitness goals based on their data.
- Navigate Welnet Fitness Module

Dates: September (Semester 1), February (Semester 2)

Unit Plan: Training Principles

Stage 1 – Desired Results

PA Standard(S)/Assessment Anchors Addressed:

10.4.12.A: Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.

10.4.12.D: Evaluate factors that affect physical activity and exercise preferences of adults.

- personal challenge
- physical benefits
- finances
- motivation
- access to activity
- self-improvement

10.5.12.A: Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.

10.5.12.D: Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use

<p>10.5.12.E: Evaluate movement forms for appropriate application of scientific and biomechanical principles.</p> <ul style="list-style-type: none"> • efficiency of movement • mechanical advantage • kinetic energy • potential energy • inertia • safety 	
<p>Understanding(s): <i>Students will understand</i></p> <ol style="list-style-type: none"> 1. How specificity effects fitness goal achievement. 2. FITTE Principle of Overload and its impact on their fitness levels. 3. The importance of benchmarking in attaining fitness goals and evaluating programs. 4. The aerobic and anaerobic energy systems. 5. What physical exercises and activities are aerobic and anaerobic. 6. How different heart rate zones relate to the energy systems. 7. The acute variables including repetitions, sets, rest, and intensity and their relation to specificity. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How with the principle of specificity impact your fitness planning? • How does the FITTE acronym relate to the principle of overload? • How can you use benchmarking scores to determine proper progressions with fitness planning? • How do the aerobic and anaerobic energy systems differ? • How do you train the aerobic system? • How do you train the anaerobic system? • How can you manipulate acute variables when designing fitness programs?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> • The definition of specificity and its impact on their fitness goals. • The five areas of the FITTE principle of overload (frequency, intensity, time, type, and enjoyment) • The purpose of benchmarking and its impact on their fitness. • The difference between aerobic and anaerobic activity. • Target heart rate zones for aerobic and anaerobic training. • The acute variables that they can modify to reach fitness goals including: repetitions, sets, rest time, total volume, intensity/weight, frequency, and exercise modalities. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply the principle of specificity to their fitness program. • Progress their fitness program through the modification of the five areas of the FITTE Principle (frequency, intensity, time, type, and enjoyment) • Demonstrate proper benchmarking throughout their fitness development. • Assess an activity to determine if they are training aerobically or anaerobically. • Use aerobic and anaerobic training to meet fitness goals. • Manipulate acute variables within their fitness programs to achieve desired results.
<p>Dates: October (Semester 1), March (Semester 2)</p>	<p>Unit Plan: Fitness Technology for Training</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(S)/Assessment Anchors Addressed:</p> <p>10.4.12.A: Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.</p> <p>10.4.12.B: Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> • social • physiological • psychological <p>10.4.12.C: Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> • aging • injury • disease <p>10.5.12.D: Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use</p>	

<p>Understanding(s): Students will understand...</p> <ol style="list-style-type: none"> 1. How pedometers and heart rate monitors are used in various exercise programs. 2. How pedometers and heart rate monitors can measure student's individual effort level in physical activity. 3. How to use heart rate monitors to reach various target heart rate zones for desired effects. 4. How to incorporate cardio equipment (bikes, recumbent bikes, ellipticals, treadmills) into your fitness program. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How can various forms of fitness technology are used in different forms of exercise programs? • How can I incorporate fitness technology into my exercise program? • How do the various heart rate zones affect your physical health in different ways? • How can I incorporate cardio equipment (bikes, recumbent bikes, ellipticals, treadmills) into my fitness program?
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> • What pedometers and heart rate monitors measure in regards to various physical activities. • The various heart rate zones. • The intensity needed to reach each of the heart rate zones. • 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 • Where various forms of fitness technology (pedometers, heart rate monitors, cardio equipment, and body fat analyzers) fit into an exercise program. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Implement a pedometer, heart rate monitor, recumbent bike, stationary bike, elliptical, and treadmill into their fitness programs where applicable. • Assess their fitness levels through the use of pedometers and heart rate monitors. • Analyze their intensity levels through the use of pedometers and heart rate monitors. • Differentiate between the heart rate zones and choose zones appropriate to meet their individual fitness goals. • Differentiate between the various cardio equipment and choose machines specific to their exercise program and goals. • Demonstrate the use of fitness technology within their exercise program.
<p>Dates: November (Semester 1), April (Semester 2)</p>	<p>Unit Plan: Exercise Programs</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(S)/Assessment Anchors Addressed:</p> <p>10.4.12.A: Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.</p> <p>10.4.12.E: Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p> <p>10.4.12.F: Assess and use strategies for enhancing adult group interaction in physical activities.</p> <ul style="list-style-type: none"> • shared responsibility • open communication • goal setting <p>10.5.12.A: Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p> <p>10.5.12.D: Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.</p> <p>10.5.12.E: Evaluate movement forms for appropriate application of scientific and biomechanical principles.</p> <ul style="list-style-type: none"> • efficiency of movement • mechanical advantage • kinetic energy • potential energy • inertia • safety 	

<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. The benefits of various forms of exercise programs. 2. The safety concerns of various forms of exercise programs. 3. The importance of tracking and benchmarking. 4. How various forms of exercise programs can be specific to meeting their needs and goals. 5. The acute variables associated with various exercise programs. 6. The phases of periodization specific to their needs and goals. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How can various exercise programs benefit you? • How does safety impact your program planning? • How can you use tracking and benchmarking within your exercise program? • How do exercise programs differ in terms of physical outcomes? • How do exercise programs differ in terms of acute variables? • How can the phases of periodization help you develop your program?
<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> • The characteristics of: circuit training, high-intensity interval training, steady-state cardiorespiratory training, interval cardiorespiratory training, Speed/Agility/Quickness (SAQ), plyometric training, stabilization training, and hypertrophy/strength training. • Safety concerns for each form of exercise program listed above. • The benefits for each form of exercise program listed above. • How to track personal progress within each form of exercise program above. • The phases of periodization including stabilization endurance, strength endurance, hypertrophy, maximal strength, and power. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between circuit training, high-intensity interval training, steady-state cardiorespiratory training, interval cardiorespiratory training, Speed/Agility/Quickness (SAQ), plyometric training, stabilization training, and hypertrophy/strength training. • Identify safety concerns for each form of exercise program listed above. • Explain benefits for each form of exercise program listed above. • Demonstrate how to track personal progress within each form of exercise program above. • Demonstrate the phases of periodization including stabilization endurance, strength endurance, hypertrophy, maximal strength, and power.
<p>Dates: December-January (Semester 1), May-June (Semester 2)</p>	<p>Unit Plan: Fitness Program Development</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(S)/Assessment Anchors Addressed: 10.4.12.A: Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation. 10.4.12.B: Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> • social • physiological • psychological <p>10.4.12.D: Evaluate factors that affect physical activity and exercise preferences of adults.</p> <ul style="list-style-type: none"> • personal challenge • physical benefits • finances • motivation • access to activity • self-improvement <p>10.5.12.A: Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation. 10.5.12.D: Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.</p>	
<p>Understanding(s): <i>Students will understand . . .</i></p>	<p>Essential Question(s):</p>

<ol style="list-style-type: none"> 1. How to incorporate various fitness concepts into a comprehensive individualized fitness plan. 2. The importance of progress monitoring and benchmarking within their fitness plan. 3. The basic components of a fitness plan including warm-up, training phase, and cool-down. 	<ul style="list-style-type: none"> • How can you incorporate and combine fitness testing, goal-setting, fitness principles, various exercise programs, and fitness technology into a comprehensive individualized fitness plan? • How will progress monitoring and benchmarking impact your overall fitness goals? • How does a proper warm-up and cool-down impact your daily exercise program?
<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> • The following concepts of fitness plans: fitness testing, goal-setting, fitness principles, various exercise programs, and fitness technology. • The importance of progress monitoring and benchmarking within a fitness plan. • The importance of proper warm-up and cool-down in an exercise program. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Incorporate fitness testing, goal-setting, fitness principles, various exercise programs, and fitness technology in the development of their individualized fitness plan. • Use progress monitoring and benchmarking to evaluate and modify their fitness goals/plans. • Design and demonstrate effective warm-up and cool-down activities.