

Course Name:	Personal Fitness		
Credits:	0.5		
Prerequisites:	PE I		
Description:	Personal Fitness provides instruction in methods to attain a healthy level of physical fitness. The course covers how to develop a lifetime fitness program based on personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance.		
Academic Standards:	NASPE Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Safety/Equipment Orientation	2 Weeks	NASPE Standards 1, 2, 3, 4, 5	Students will have a walk through of the weight room and teacher demonstration of proper equipment use, storage, cleaning, and lift demonstrations.
Introduction to fitness apps/personal goals (short term/long term)	15 Weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress monitor their own personal fitness goals set at the beginning of the class in the Platform fitness program (Plt4m).
Fitness	15 days	NASPE Standards 1, 2, 3, 4, 5	Students will be able to monitor fitness progression throughout the year.
Cardiovascular Endurance	Ongoing	NASPE Standards 1, 2, 3, 4, 5	Students will perform a variety of cardiovascular endurance activities throughout the class whether it is part of their warm-up, their personal fitness goals, the central lesson of the day, or an incentive during Wellness Wednesdays.

<p>Unit Name: Safety/Equipment Orientation</p>	<p>Length: 2 weeks</p>
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Outcomes: Students will have a walk through of the weight room and teacher demonstration of proper equipment use, storage, cleaning, and lift demonstrations.</p>
<p>Essential Questions: Why is it important to use your knees when lifting? What is the importance of having a spotter for certain lifts? Why is it a safety concern when weights are not used properly or put away correctly? What is the importance of weight clips? How do you think exercising can help with academics? Name the 5 fitness components? What is the FITT Principle? What workouts can be utilized anywhere, and not just centered in the weight room? Why shouldn't you lock your legs on a leg press? What are the benefits of staying within your target heart rate?</p>	<p>Learning Targets: Students will be able to perform lifts, tasks, and activities safely and appropriately.</p>
<p>Topic 1: Equipment Introduction</p>	<p>Length: 2 weeks</p>
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: repetitions, sets, barbell, spotter, rack, elliptical, Nexstep, squat racks, weight plates, weight tree, weight clips, benches, medicine balls, dumbbells, FITT principle, auxiliary lifts, leg extensions, leg curls, shoulder press, lat pulldown, aerobic, anaerobic, leg press, low row, dips, pull-ups, deadlift, calf raises, hang clean, lunges, circuit workouts, box jumps, tricep dips, curls, tricep extensions</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to properly utilize and clean machines and weights after each use. I will: follow directions and pay attention to how to properly set-up/take down weights and clean machines.</p>
<p>Lesson Frame: Safety</p>	<p>We will: learn and demonstrate how to properly and safely perform personal lifts with a spotter when needed. I will: demonstrate proper safety techniques when lifting; proper set up of weights, take down, put away, and clean.</p>
<p>Performance Tasks: Rubrics, checklists, journals, teacher observation, Plt4m app.</p>	<p>Notes:</p>

<p>Unit Name: Fitness Apps/Personal Goals</p>	<p>Length: 15 Weeks</p>
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Outcomes: Students will be able to progress monitor their own personal fitness goals set at the beginning of the class in the Platform fitness program (Plt4m).</p>
<p>Essential Questions: What are the five healthy fitness components? What are short term goals? What are long term goals? Why is it important to involve others in your goals? What are the FITNESSGRAM tests? Why is it important not to overtrain? Why is it important to have a spotter?</p>	<p>Learning Targets: Students will increase heart rate throughout workouts, as well as muscular strength and muscular endurance. Students will understand the value of maintaining a healthy lifestyle through physical fitness.</p>
<p>Topic 1: Plt4m</p>	<p>Length: 2-3 Weeks</p>
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: muscular endurance, muscular strength, cardiovascular endurance, FITNESSGRAM, flexibility, push-ups, sit-ups, PACER, shoulder stretch, short term goal, long term goal, mile, heart rate, target heart rate zone, max heart rate</p>
<p>Lesson Frame: Introduction to Fitness Apps</p>	<p>We will: examine and analyze data through certain fitness apps.</p>
	<p>I will: research personal fitness apps that would work towards personal goal progression.</p>
<p>Lesson Frame: Goal Writing</p>	<p>We will: learn the difference between short-term and long-term goals.</p>
	<p>I will: write a short term and long term goal to fit my personal fitness plan.</p>
<p>Performance Tasks: Skills rubrics, serving checklist, student demonstrations, exit tickets</p>	<p>Notes:</p>

<p>Unit Name: Fitness Testing</p>	<p>Length: 15 days</p>
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Outcomes: Students will be able to monitor fitness progression throughout the year.</p>
<p>Essential Questions: What are the five fitness components? What are the four standard FITNESSGRAM tests students in Manawa are tested on? Why is it important to stay in target heart rate zone? Which fitness component aligns with the FITNESSGRAM test? Why is it important to set short & long term goals?</p>	<p>Learning Targets: Students will learn the five fitness components as well as increase in flexibility, muscular strength, muscular endurance, and cardiovascular endurance.</p>
<p>Topic 1: PACER</p>	<p>Length: 3 times a year (fall, winter, spring)</p>
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to properly set up cones 20 meters apart. I will: follow directions and pay attention to the beep before leaving the start line.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper endurance and running techniques to increase cardiovascular endurance. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of pacing and increasing cardiovascular endurance.</p>
<p>Performance Tasks: Partner FITNESSGRAM PACER checklist</p>	<p>Notes:</p>
<p>Topic 2: Muscular Strength/Muscular Endurance</p>	<p>Length: 3 times a year (fall, winter, spring)</p>
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate</p>

Lesson Frame: Equipment management	<p>We will: learn to set up exercise mats and understand the reason behind the blue strips.</p> <p>I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each FITNESSGRAM test.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper technique when it comes to sit-ups and 90 degree push ups.</p> <p>I will: demonstrate proper sit-up technique as well as 90 degree push-up technique. I will also demonstrate honesty and integrity when it comes to keeping track of my partner's scores.</p>
Performance Tasks: Partner FITNESSGRAM sit-up checklist/90 degree push-up checklist	Notes:
Topic 3: Flexibility	Length: 3 times a year (fall, winter, spring)
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate</p>
Lesson Frame: Introductory Skills	<p>We will: demonstrate proper formation when testing upper arm and shoulder girdle flexibility.</p> <p>I will: follow directions and pay attention to how to properly perform the shoulder stretch for both the right and left side.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper technique when it comes to performing the shoulder stretch.</p> <p>I will: demonstrate proper technique when performing the shoulder stretch on both the right & left shoulders.</p>
<p>Performance Tasks: Partner FITNESSGRAM Shoulder Stretch Checklist: Yes/No (Circle)</p>	Notes:

<p>Unit Name: Cardiovascular Endurance</p>	<p>Length: Ongoing</p>
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Outcomes: Students will perform a variety of cardiovascular endurance activities throughout the class whether it is part of their warm-up, their personal fitness goals, the central lesson of the day, or an incentive during Wellness Wednesdays.</p>
<p>Essential Questions: Why is cardiovascular endurance important? Why is staying in your target heart rate zone important? What does cardio mean? What does endurance mean? How does cardiovascular endurance help lower your resting heart rate?</p>	<p>Learning Targets: Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense. Students will increase cardiovascular endurance and resting heart rate throughout the class by participating in weekly runs. By increasing cardiovascular endurance, this will affect student's overall health by lowering their chances of high blood pressure, Type II Diabetes, and other health concern.</p>
<p>Topic 1: Trail Runs</p>	<p>Length: Ongoing</p>
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: Personal property, stranger danger, mile, cardiovascular endurance</p>
<p>Lesson Frame: The Loop</p>	<p>We will: learn how to properly conduct ourselves in the community when out on our runs. I will: follow directions and pay attention to where the trail starts and where it ends.</p>
<p>Lesson Frame: The MES Woods</p>	<p>We will: learn the importance of staying on the trail and not veering off. I will: demonstrate a respect for nature and build a respectful relationship with my peers during our runs.</p>
<p>Lesson Frame: Lindsay Park Trail</p>	<p>We will: demonstrate proper school etiquette while running downtown. I will: demonstrate safety while running downtown; obeying crosswalks, stop signs, and traffic.</p>
<p>Performance Tasks: target heart rates, resting heart rates, trail times</p>	<p>Notes:</p>

Topic 2: Field Dodgeball	Length: Wellness Wednesdays
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, out, inning, offense, defense, bases, out, foul ball, boundaries, foul territory, spatial awareness
Lesson Frame: Equipment management	We will: learn to properly set up the cones and bases for each game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 3: Empire Mania	Length: Wellness Wednesdays
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, communication, teamwork, passing/catching
Lesson Frame: Equipment management	We will: learn to properly set up the cones and pinnies for this game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 4: Netball	Length: Wellness Wednesdays
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, goalie, exercises, boundaries, double block rule

Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, exercise equipment, and goals for this game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations.	Notes:
Topic 5: Roadkill	Length: Wellness Wednesdays
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, fleeing, boundaries, new life, catching, teamwork, 5-second rule
Lesson Frame: Equipment management	We will: learn to properly line up in this game; cars versus animals. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, hitting a moving target assessment, gameplay assessments, spatial awareness, and student demonstrations.	Notes:
Topic 6: SUPER KICKBALL	Length: Wellness Wednesdays
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up, scoreboard, strategic play, bunting, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense. I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.

<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p> <p>I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.</p>	<p>Notes:</p>
<p>Topic 7: ULTIMATE KICKBALL</p>	<p>Length: Wellness Wednesdays</p>
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up, scoreboard, strategic play, bunting, kick placement, sacrifice fly, tagging up</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.</p> <p>I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p> <p>I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.</p>	<p>Notes:</p>