

Theme: Advanced Weight Training and Fitness

Timeline: Semester

Inquiry Questions:

1. Develop an appropriate personal fitness program based on your personal fitness goals?
2. Explain how an activity log can be useful in reaching personal fitness goal?
3. Differentiate maintenance lifting program to muscle building program.
4. Analyze different types of lifting programs.
5. Describe necessary diets for different types of lifting programs.
6. Evaluate resources in the community that would allow lifelong physical activities.
7. Develop an appropriate personal fitness program based on your personal fitness goals.
8. Speculate why it is important to understand individual differences in a physical education setting.
9. Predict what could happen if safety concerns are ignored.
10. List the skills necessary for collaboration, cooperation and leadership in physical activity settings.
11. Analyze an injury or accident situation and perform the appropriate actions.

Vocabulary:

Anterior, Posterior, Medial, Lateral, Eccentric, Concentric, Proximal, Distal, Pronation, Supination, Internal, External, Muscular system (Full body), BMI, Hypertrophy, Plyometrics, Power, Strength, Speed, Circuit training, Cross-Fit, Cross Training, Multi-joint lifts, Single joint lifts, Aerobic, Anaerobic, Dynamic stretching, Ballistic stretching, Body image, Goal setting, Cardiovascular fitness, Coordination, Overweight, Obesity, Nutrition, Protein, Carbohydrates, Vitamins, Steroids, Creatine, HGH, Fast twitch fiber, Slow twitch fiber

Standard:

Grade Level Expectations (GLE): 9-12

Students demonstrate competent skills in a variety of physical activities and sports.

1.1. Participate at a competent level in a variety of weight lifting/ fitness activities

Students can:

- a. Participate willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy lifestyle
- b. Establish personal physical activity goals to accumulate a recommended number of minutes of moderate to vigorous physical activity outside of physical education classes on five or more days during the week
- c. Monitor physical activity in a physical activity log through the use of fitness equipment such as a pedometer or heart-rate monitor
- d. Explain the benefits of participation in a variety of physical activities
- e. Demonstrate effective time management skills that allow opportunities for physical activity during the day f. Demonstrate the ability to monitor and adjust activity to meet personal goals
- g. Participate in a variety of self-selected physical activities, and evaluates the value of each as it relates to personal fitness goals

Inquiry Question(s): (From the standards document)

12. Develop an appropriate personal fitness program based on your personal fitness goals.
13. Explain how an activity log can be useful in reaching personal fitness goal

Students demonstrate competent skills in a variety of physical activities and sports.

1.2. Participate regularly in physical activity

Students can:

- a. Identify community resources to maintain lifelong physical activity
- b. Identify and access physical activity opportunities in the communities
- c. Explain the requirements such as cost involved with participation in a variety of physical activities
- d. Evaluate and make wise consumer choices about equipment, products, and programs needed to successfully participate in a wide range of physical activities.
- e. Evaluate the availability and quality of fitness resources in the community

Inquiry Question(s): (From the standards document)

1. Evaluate resources in the community that would allow lifelong physical activities.

Students demonstrate competency in physical fitness.

2.1. Establish goals based on fitness assessment data, and develop, implement, achieve, and monitor an individual health and fitness plan

Students can:

- a. Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities
- b. Design and participate in activities that improve all components of health-related fitness
- c. Assess the components of health-related physical fitness
- d. Refine individual fitness goals for each of the five components of health-related physical fitness using research-based criteria
- e. Examine fitness assessment data, and develop a plan to show personal improvement toward achievement of fitness goals, including monitoring personal levels of fitness within each of the five health-related fitness components
- f. Evaluate individual measures of physical fitness in relationship to patterns of physical activity
- g. Plan an extended personal physical fitness program in collaboration with an instructor

Inquiry Question(s): (From the standards document)

1. Develop an appropriate personal fitness program based on your personal fitness goals.

Students demonstrate competency in physical fitness.

2.2 Demonstrate respect for individual differences in physical activity settings

Students can:

- a. Acknowledge the performance of others, regardless of the outcome
- b. P a r t i c i p a t e with others in all types of physical activity, regardless of their race or ethnicity, gender, or culture
- c. Practice conflict management and listening skills in a competitive atmosphere
- c. Demonstrate appropriate audience and participant behavior during class performances
- d. Identify areas of personal weakness, and complete an action plan for improvement

Inquiry Question(s): (From the standards document)

1. Speculate why it is important to understand individual differences in a physical education setting.

Students demonstrate competency in physical fitness.

2.3 Understand the risks and safety factors that may affect participation in physical activity

Students can:

- a. Describe and demonstrate the correct use of safety equipment for a variety of physical activities
- b. I d e n t i f y and apply principles from biomechanics and exercise physiology necessary for safe performance of physical activities
- c. Demonstrate proper spotting techniques for all lifts and exercises that require spotting
- d. Inspect equipment and facilities for safety hazards prior to participation

- e. Explain strategies for the prevention of injuries when engaging in physical activity

Inquiry Question(s): (From the standards document)

1. Predict what could happen if safety concerns are ignored.

Students demonstrate the knowledge of factors important to participation in physical activity.

3.1 Demonstrate respect for individual differences in physical activity settings

Students can:

- a. Acknowledge the performance of others, regardless of the outcome
- b. P a r t i c i p a t e with others in all types of physical activity, regardless of their race or ethnicity, gender, or culture
- c. Practice conflict management and listening skills in a competitive atmosphere
- d. D e m o n s t r a t e appropriate audience and participant behavior during class performances
- e. Identify areas of personal weakness, and complete an action plan for improvement

Inquiry Question(s): (From the standards document)

1. Speculate why it is important to understand individual differences in a physical education setting.

Students demonstrate the knowledge of factors important to participation in physical activity.

3.2 Demonstrate collaboration, cooperation, and leadership skills

Students can:

- a. Contribute to group success through a variety of noncompetitive roles
- b. Initiate responsible behavior, and function independently and cooperatively
- c. Identify and utilize the potential strengths of each individual within a group setting
- d. Influence positively the behavior of others in physical activity settings
- e. Evaluate the role of cooperation and positive interactions with others when participating in physical activity in a variety of settings
- f. Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles
- g. Implement cooperative learning strategies to achieve group goals
- h. Abide by the decisions of officials, accept the outcome of the game, and show appreciation toward participants
- i. Identify contributions of members of a group or team, and reward members for accomplishing a task or goal.
- j. Compare and contrast different leadership skills required in a variety of physical activities such as outdoor education and adventure activities, and weight training

Inquiry Question(s): (From the standards document)

1. List the skills necessary for collaboration, cooperation and leadership in physical activity settings.

Students demonstrate the knowledge of factors important to participation in physical activity.

3.3 Demonstrate responsible behavior in group settings

Students can:

- a. Engage in physical activity with others
- b. Display empathy toward the feelings of others during physical activities
- c. Accept the diversity and individual differences in participation in physical activity
- d. Accept the roles of group members within the structure of a game or activity

Inquiry Question(s): (From the standards document)

1. Describe the elements of appropriate behavior necessary for group physical activity participation.

Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

4.1 Understand the risks and safety factors that may affect participation in physical activity

Students can:

- a. Describe and demonstrate the correct use of safety equipment for a variety of physical activities
- b. Identify and apply principles from biomechanics and exercise physiology necessary for safe performance of physical activities
- c. Demonstrate proper spotting techniques for all lifts and exercises that require spotting
- d. Inspect equipment and facilities for safety hazards prior to participation
- e. Explain strategies for the prevention of injuries when engaging in physical activity

Inquiry Question(s): (From the standards document)

1. Predict what could happen if safety concerns are ignored.

Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

4.2 Demonstrate knowledge of safety and emergency response procedures

Students can:

- a. Knowledge of basic safety rules and regulations at school and fitness facilities in the community.
- b. Describe emergency procedures for basic first aid

Inquiry Question(s): (From the standards document)

1. Analyze an injury or accident situation and perform the appropriate actions.

Assessments	Evidence Outcomes	Instruction
<ul style="list-style-type: none"> -Journals. -Knowledge/Safety assessment test. -Fitness testing. -Develop individual workout program. -Quizzes over anatomical terms. -Midterm and final examinations. 	<ul style="list-style-type: none"> -Students will understand key elements necessary to increase strength, power and endurance. -Students will be able to devise safe workout programs using a variety of resources. -Students will know how to develop and implement weight training principles for lifelong fitness. 	<p>Key teaching and learning experiences that embed 21st century skills. All of the following are a continual expectation of learning. The following highlighted bullets are a main focus of this unit/theme/ 6 weeks, etc. However, any or all of the other bulleted items are also woven into the teaching and learning process in this unit/theme/ 6 week, etc.</p> <ul style="list-style-type: none"> *Find and use information/Information Technology *Work ethic *Communication *Creativity and innovation *Critical thinking and problem solving *Personal Responsibility *Collaboration *Civic Responsibility *Global and Cultural Awareness

Resources:

Stop watch, Tape measure, Personal Fitness textbook, Weight room equipment, Kettle balls, Medicine balls, Elastic bands, Vertical jump station, Anatomical charts, Max % charts, Workout sheets, Logs, Journals, Safety handouts, Fitness Gram