

Unit 10: Strength and Fitness

Unit #:	APSDO-00026674	Duration:	5.0 Lesson(s)	Date(s)	
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Team:
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Grade(s)
 5, 6, 7, 8

Subject(s)
 Wellness

Unit Focus

In this unit, students will apply skills for overall physical conditioning. Students will develop and identify an area to improve performance and develop an action plan with a designated time frame to accomplish the goal.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Connecticut Goals and Standards <i>Physical Education: 8</i></p> <ul style="list-style-type: none"> Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes <i>H.11.2</i> Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same <i>H.13.1</i> Assess and adjust activities to maintain or improve personal level of health-related fitness <i>H.12.1</i> Benefits of Physical Activity Demonstrate initiative in using 	<p>T1 (T1) Develop skills, knowledge and concepts needed to make appropriate decisions to create a healthy and balanced lifestyle.</p> <p>T2 (T3) Advocate based on personal needs (academic, behavioral, emotional and physical) to determine an appropriate solution for self and others.</p> <p>T3 (T5) Access, evaluate and use information from various sources to deepen understanding of a given topic.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p>U1 (U108) Demonstrating proper technique (body position, correct movements) creates a predictable outcome.</p> <p>U2 (U111) Development of flexibility, cardiovascular endurance and muscle strength, and endurance enhances health</p>	<p>Q1 (Q400) What`s my goal? What`s my starting point? What`s my plan to get there? How is it working? How am I feeling?</p> <p>Q2</p> <p>What do I do to enhance the four basic areas</p>

<p>appropriate skills for resolving conflicts peacefully and encouraging others to do the same <i>H.13.4</i></p> <ul style="list-style-type: none"> • Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities <i>H.13.2</i> • Design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles <i>H.12.4</i> • Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings <i>H.13.3</i> • Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level <i>H.11.4</i> • Regularly engage in moderate to vigorous physical activities of their choice on a regular basis <i>H.11.1</i> • Use physiological data to adjust levels of exercise and nutrient intake to promote wellness <i>H.12.2</i>. • Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others <i>H.10.2</i> • Use the results of fitness assessments to guide changes in her or his personal programs of physical activity <i>H.12.3</i> 	<p>and well-being.</p> <p>U3 (U150) The routines you follow have predictable impact on your overall health.</p> <p>U4 (U151) The way you treat your body (e.g., exercise, sleep, injury and disease prevention, nutrition) affects the body`s ability to appropriately respond.</p> <p>U5 (U156) One`s person`s physiological development may be very different from your own experience.</p>	<p>of personal fitness?</p> <p>Q3</p> <p>How do I set a routine and monitor my progress?</p> <p>Q4</p> <p>What directly impacts my personal development beyond exercise.</p> <p>Q5</p> <p>Why does my body respond differently than my peers?</p>
Acquisition of Knowledge and Skill		
Knowledge		Skill(s)
		<p>S1</p> <p>Gr 5-8: Develop flexibility, cardiovascular endurance, muscular strength, and muscular endurance through modified lifting and appropriate fitness activities</p> <p>S2</p> <p>Gr 5-8: Demonstrate understanding of adjusting weight/resistance to different repetition counts</p> <p>S3</p> <p>Gr 5-8: Understand muscular exercise that compliment each other and promote balance</p> <p>S4</p> <p>Gr 5-8: Execute proper form for each exercise being performed</p> <p>S5</p>
<p><i>Physical Education: 12</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled 		

performances <i>H.10.1</i>		<p>Gr 5-8: Execute proper breathing and speed for individual exercise</p> <p>S6</p> <p>Gr 5-8: Demonstrate understanding of proper muscle names, the function of each, and how they relate to healthy living</p> <p>S7</p> <p>Gr 7-8: Distinguish between health related and skill related fitness</p> <p>S8</p> <p>Gr 7-8: Describe and demonstrate the difference between dynamic and static stretches</p>
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