



Manhattan Center for Science and Math High School

Physical Education Department Curriculum

Fitness

<http://mcsportal.net>

Marking Period 1

Topic and Essential Question (6 Week Unit)

Week 1- What is the history of Fitness, How can we set goals to meet our individual needs? How do we properly measure our heart rate? How can we use our heart rate to measure our fitness level and abilities?

Week 2- What are the 5 Fitness Components? What is Cardiovascular Endurance? What is Muscular Endurance and Strength? What is Flexibility? What is Body Composition and how do we find it?

Week 3- What is the FITT Principle and how can we incorporate it in our fitness program? How can we improve our coordination through exercise? What kind of exercises can help improve our overall agility and speed? What is the difference between strength and power? How do we improve our balance and reaction time through exercise?

Week 4- How can we differentiate between the overload principle and overtraining? What is the progression principle? What are some actions that we can apply to properly recover? How can we implement the specificity principle in our workouts? What is the regularity principle and why is it important?

Week 5- What is Circuit Training? What is High intensity Training and how does it differ from Circuit training? How can we get the most out of a workout in a short amount of time? What is strength training? What is the difference between static and ballistic stretching?

Week 6- How do we implement the 5 fitness components into our own daily workouts?

Unit/Topics

Week 1- History of Fitness, Goal Setting, Heart Rate,

Week 2- Introduction to 5 Health Related Fitness Components- Cardiovascular, Muscular Endurance & Strength, Flexibility and Body Composition.

Week 3- FITT Principle and 6 Skill Related Components- Agility, Balance, Coordination, Power, Speed and Reaction Time

Week 4- 5 Fitness Principles- Progression, Regularity, Overload, Recovery and Specificity.

Week 5- Circuit Training, Tabata Training, High Intensity Interval Training (HITT), Strength Training, Flexibility

Week 6- Creating circuits within groups, presenting

SWBAT/Objectives

Student Learning Outcomes/ Student Objectives:

Psychomotor Domain:

As a result of participating in the Fitness unit, students will be able to use the skills learned (Different fitness components and training techniques) to work out in the classroom with their peers. Students will learn the proper form to execute each exercise and learn how to incorporate it into their own exercise regimen.

Cognitive Domain:

As a result of participating in the Fitness unit, students will understand the terminology and steps to perform and execute each exercise. Students will also understand the concepts of form, working with others and respecting every individuals fitness level.

Affective:

As a result of participating in the Fitness unit, students will learn through peer demonstrations, class discussions, visual aids, and individual practices. Students will be able to work with peers, to improve form and apply the knowledge learned to perform the skill.

Vocabulary/Key Terms

5 Fitness Components (Muscular Endurance, Muscular Strength, Cardiovascular Endurance, Flexibility, Body Composition), Circuit Training, Tabata Training, HITT Training, FITT (Frequency, Intensity, Time, Type) Principles, Fitness Principles (Progression, Regularity, Overload, Recovery, Specificity), 6 Skill Related Components (Agility, Balance, Coordination, Power, Reaction Time and Speed), Muscle Groups (Quadriceps, Hamstrings, Calves, Gluteus Maximus, Abdominals, Oblique's, Pectoralis, Biceps, Triceps,

Latissimus Dorsi, Trapezius, Deltoids)

Assessments: Visual Assessment, Skill Rubrics, Physical Skill Assessment, Written Assessment

Common Core Standards: **NYC Content Standards/ Benchmarks:**
Personal Health & Safety:

This unit incorporates the key idea of motor performance. The students will execute different exercise when performing

A Safe and Healthy Environment:

This unit incorporates the key ideas regarding personal behavior during physical activity. The students will follow the rules and directions of the lessons activities, skills and procedures. Students will also learn the key terms and use the vocabulary in the classroom setting.

Students will adhere to the modifications set in place to safely participate in the exercises.

Resource Management:

This unit will teach students the necessary skills/progressions students will need to properly execute an exercise. With knowledge gained students will be able to use the exercises at home or in a fitness facility.

Differentiated Instruction:

- Flexible grouping
- Cooperative Learning
- Visual Learning through peer demonstration
- Motivation through visual and interactive question

ELLs:

1. Grouping Students who are ELL with students who speak the same language
2. Visual demonstrations of the skills and drills

SWDs:

1. Review of the skills and concepts learned in the previous lesson
2. Grouping with students who are excelling at the skill to aid students who are having difficulties.

High-Achievers:

1. Have students who are high achievers in the skill/exercise work with those who are learning the skills.
2. Ask students to take on leadership roles when working in groups.

Resources/Books

- Rubrics
- Handouts
- Reading materials sent through Pupil Path

Homework: Per Teacher