

East Penn School District
Curriculum and Instruction

Curriculum for:

Advanced Wellness/Fitness

Course(s): 11th & 12th Advanced Wellness/Fitness

Grades: 11th & 12th

Department: Wellness/Fitness

Length of Period (average minutes): 41 minutes

Periods per cycle: 3

Length of Course (yrs.): 1

Type of offering: _____ required ______ elective

Credit(s) awarded: 0.50

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ADOPTED: June 8, 2015

Enduring Understanding	Essential Questions	Content	Standard	Skills 1st Semester	Skills 2nd Semester
11th & 12th Grade A Year					
<p>Participation in physical activity impacts wellness throughout a lifetime.</p>	<ul style="list-style-type: none"> ● Why do people choose the physical activities they participate in over a lifetime? ● How can participation in physical activity enhance my life? ● What is an individualized physical activity plan? ● What must you do while engaging in your plan to reach your goals? ● How do you develop a long-term activity and personal fitness program that promotes a long 	<ul style="list-style-type: none"> ● People choose personally developed and self-monitored activity goals based on assessment, interest, desires, and access to the activity that affect physical activity participation over a lifetime. Regular physical activity releases endorphins, which enable people to enjoy and sustain commitment to their personal activity goals. ● Physical activities are any movements that involve the body or parts of the body that increases energy expenditure. ● An individualized physical activity plan is a collection of games, sports, exercises, and activities based on an individual’s personal preferences chosen to enhance health and well-being. This is an opportunity for individuals to be self-directed in designing personal programs that consist of activities which provide for the achievement of personal, social, emotional, health, cognitive, fitness, and activity goals. This plan must be flexible and it must change over time in order to allow for life-long participation. ● Use the SMART, FITT, and training principles to: <ul style="list-style-type: none"> ○ Monitor adherence and progress toward goals. ○ Adjust participation so short-term goals are reached ● A personal program must be flexible, changing over time to reflect the new capabilities, limitations, and changes in interest and fitness 	<p>10.4.12A Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.</p>	<ul style="list-style-type: none"> ● Identify lifetime physical activities that strike interest, meet self-monitored activity goals, increase energy expenditure, and allow for adaptation throughout the lifetime. ● Evaluate your goals and plans of engagement keeping in mind the FITT principle and the SMART principle. ● Reflect on the outcome of your plan. ● Evaluate personal fitness and activity goals, and develop physical activity circuits that include exercises that promote life-long participation. 	<ul style="list-style-type: none"> ● Evaluate a classmate’s personal fitness levels, and develop an individualized physical activity plan to help them reach their fitness and activity goals.

	<p>term healthy lifestyle?</p> <ul style="list-style-type: none"> • How do you evaluate a personal fitness plan? 	<p>status to determine when and how to vary that way you are training and type of activities that will help you attain and maintain fitness throughout life.</p> <ul style="list-style-type: none"> • How do you evaluate a personal fitness plan? Chart results of engagement over time and reflect on connections among the plan, adherence, progress, and goal attainment. 			
<p>Participation in physical activity impacts wellness throughout a lifetime.</p>	<ul style="list-style-type: none"> • What changes in your body do you notice when you are physically active during physical education class? • How can we tell that our heart rate is changing? • How can we tell that our breathing rate is changing? • What changes can we feel in our heart and breathing rates during moderate physical Activity? • What changes can you feel in your heart and breathing during vigorous physical activity? 	<ul style="list-style-type: none"> • Changes in your body during physical activity include: heart beats faster, breathe faster and louder, body gets warm, begin to sweat and get tired. • You can feel your heart rate by placing your hand on your chest over your heart and counting the beats. When you feel the beat, you know your heart is pumping blood to your body through blood vessels. During physical activity, our hearts beat faster and heavier than when we are at rest. • Your breathing rate is the number of breaths you take in a minute. As you take in air, count each inhale. As you inhale your chest expands (gets larger) b/c you are filling your lungs with air. During physical activity, our breathing rate is faster and heavier than when we are at rest. • Compared to being at rest, your heart and breathing rates will increase slightly during moderate activity. You may notice your heart beating harder and your breathing being harder, but you will still be able to talk to someone while being moderately physically active. • Vigorous physical activity that makes your heart beat much faster and harder also make your heart stronger. Likewise, vigorous physical activities that make you breathe much faster and harder make your lungs stronger. You will find it difficult to talk to someone while being vigorously physically active. 	<p>10.4.12B 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 	<ul style="list-style-type: none"> • Recognize changes in the body when physically active including changes in heart rate, breathing, body temperature, and perceived exertion. • Explain the differences between moderate and vigorous physical activities. • Develop a plan that incorporates a variety of activities that range from moderate to vigorous. 	<ul style="list-style-type: none"> • Explain the changes in heart rate and breathing to a classmate. • Demonstrate various physical activities that range from moderate to vigorous.

<p>Participation in physical activity impacts wellness throughout a lifetime.</p>	<ul style="list-style-type: none"> ● How do adult groups interact? ● What are important strategies for goal setting? ● Why is open communication important for group interactions? ● Why is shared responsibility important for group interactions? 	<ul style="list-style-type: none"> ● Adults often form groups to reach a common goal. To facilitate reaching the goal they must make sure the goal is clear, engage in open communication and share responsibility for reaching the goal. To assess how to use or if a group is using strategies that enhance adult interaction, design checklists from the characteristics of each adult interaction category listed. ● Goal Setting: <ul style="list-style-type: none"> ○ Set specific goals: Specific goals are the most motivating. ○ Measuring goals to chart and document progress towards short-term goal. ○ Adjusting goals: Flexible to change for unexpected challenges. ○ Realistic goals: Attainable for the students. ○ Time based goals: Being able to complete the goal within the time frame. ● Communication enhances interaction because it is a free exchange of ideas, which encourages hearing all points of view. People share ideas and give their rationale without putting down the ideas of others. ● Shared Responsibility enhances interaction because people collaborate to reach a goal by: <ul style="list-style-type: none"> ○ Listening with the intent to understand other's points of view ○ Respecting and supporting other's ideas ○ Giving the group their best ideas and positive energy ○ Identifying key issues ○ Determining results for a fully acceptable solution ○ Identifying alternatives to achieve results ○ Choosing the solution (consensus, unanimous, majority) ○ Implementing the solution ○ Evaluating the implementation for positive results, limitations, and the changes needed to eliminate the limitations. 	<p>10.4.12F 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 	<ul style="list-style-type: none"> ● Improve group interactions with shared responsibility, open communication, and goal setting. ● Build responsibility and use open communication to work toward a common goal. ● Investigate the enhancement of group interaction through the strategies of shared responsibility, open communication, and goal setting. 	<ul style="list-style-type: none"> ● Create realistic goals based upon classmate's ability levels. ● Use open communication skills to work toward reaching a common goal. ● Collaborate and share responsibility with classmates to work together to attain the established goal.
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<p>Quality lifelong movement is based on scientific concepts/principles.</p>	<ul style="list-style-type: none"> ● How do you incorporate and synthesize knowledge of the concepts of open and closed skills to improve the quality of motor development (learning)? ● How do you incorporate and synthesize knowledge of the concepts of short-term and long-term memory to improve the quality of motor development (learning)? ● How do you determine the aspects of good performance? ● How do you incorporate and synthesize knowledge of the aspects of good performance to improve the quality of motor development (learning)? 	<ul style="list-style-type: none"> ● Open and closed skills are used to classify the predictability of the movement environment. <ol style="list-style-type: none"> 1. Closed skills are performed in predictable, unchanging environments. The performer controls the performance situation, e.g.: bowling, diving gymnastics, tennis serve, foul shooting, archery, and golf. 2. Open skills are performed in unpredictable, ever-changing environments. Performers must continually adapt their response to the changing demands of the environment, e.g.: most aspects of field, net, and invasion games. ● Memory is the ability to store and recall information. Memory can be short-term or long-term. <ol style="list-style-type: none"> 1. Short-term memory (STM) has a limited storage capacity of seven (plus/minus 2) pieces or chunks of information at a time for 20-30 seconds. Transfer of information from short-term to long-term memory requires processing the pieces or chunks of information from short-term memory through repetition, association or rehearsal. 2. Long term memory (LTM) has a limitless storage capacity and duration. "Short-term memory and long-term memory work together to integrate information about the current situation and past experiences to enable a performer to make, execute, and evaluate strategic and movement decisions" (Coker, 2004, 92). ● The aspects of good performance, the characteristics that make implementation of movements during a game, routine, dance, etc. high quality, are determined by the process or product goal of the performance. ● Process goal: the quality of performance is based on aspects of the movements. The quality is determined by the degree of automatic (seemingly effortless) execution of the movement or sequence of movements, e.g.: dives, dance, gymnastics, and skating routines. 	<p>10.5.12B: Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.</p> <ul style="list-style-type: none"> ● open and closed skills ● short-term and long-term memory ● aspects of good performance 	<ul style="list-style-type: none"> ● Refine open and closed skills and integrate short and long term memory to improve the quality of motor skills. ● Interpret the aspects of good performance through product and process goals to improve the quality of motor development. 	<ul style="list-style-type: none"> ● Synthesize knowledge of open and closed skills to help a partner improve their quality of motor skills. ● Incorporate short and long term memory into a variety of activities that help improve motor skills.
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		<ul style="list-style-type: none"> Product goal: the quality of performance is based on the outcome of the movements. The quality is determined by the degree in which the intended outcome was achieved, e.g.: baskets made, pins knocked down, aces served, steals of the ball or base, shots blocked, turnovers, speed of a dash or height or distance of a jump. 			
11th & 12th Grade B Year					
Participation in physical activity impacts wellness throughout a lifetime.	<ul style="list-style-type: none"> What changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity? 	<ul style="list-style-type: none"> As we move into our adult years and enter the workforce, studies show that obesity increases and activity decreases. Most adults feel that increased health benefits are very important and are a motivator. Children and adolescents do not see the importance of health benefits. They do not think they will get ill. Initiating continuing behaviors throughout childhood, adolescence improves the chances that they will continue in adulthood. (NASPE, 2005 and Corbin and Lindsey, 2007) 	10.4.12C Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity. <ul style="list-style-type: none"> aging injury disease 	<ul style="list-style-type: none"> Assess how adult health status, including increased risk of obesity and decreased activity, affects responses of the body system during moderate and vigorous activity. 	<ul style="list-style-type: none"> Explain to help classmates understand the responses of the body systems during moderate to vigorous physical activities. Explain to a peer how changes in adult health status can impact the responses of the body systems.
Participation in physical activity impacts wellness throughout a lifetime.	<ul style="list-style-type: none"> What is a personal challenge? What is motivation? What factors influence the motivation of an adolescent in their physical activity and exercise preferences? What are the physical benefits that influence physical activity and exercise preferences? 	<ul style="list-style-type: none"> A testing of our ability or resources in a demanding but stimulating undertaking. Motivation is defined as the direction and intensity of one's effort. It can be intrinsic or extrinsic. Motivation factors may include: <ul style="list-style-type: none"> ❖ Having fun ❖ Be with friends ❖ Experience excitement ❖ Achieve success ❖ Develop fitness ❖ Pursuit of health ❖ Weight-loss Physical benefits include: <ul style="list-style-type: none"> ❖ Improved cardiovascular fitness and health ❖ Greater lean body mass and less body fat ❖ Improved strength and muscular endurance ❖ Stronger bones 	10.4.12D: Evaluate factors that affect physical activity and exercise preferences of adults. <ul style="list-style-type: none"> personal challenge physical benefits finances motivation access to activity self-improvement 	<ul style="list-style-type: none"> Evaluate the factors that affect activity and exercise preferences in adults including, personal challenge, motivation, physical benefits, financial situation, motivation levels, access to activity and desire for self-improvement. 	<ul style="list-style-type: none"> Evaluate the impact of individual personal challenge and knowledge of physical benefits on physical activity preferences. Examine the impact of finances, motivation, and access to activity on exercise preferences.

		<ul style="list-style-type: none"> ❖ Reduced risk of disease, ie. SHD, cancer, Type II diabetes, etc. 			
Quality lifelong movement is based on scientific concepts/principles.	<ul style="list-style-type: none"> ● How does an individual incorporate exercise principles to create a fitness program for personal use? ● How does knowledge of training principles help individuals to create a fitness program for personal use? ● How does an individual create a fitness plan for personal use that incorporates exercise and training principles? 	<ul style="list-style-type: none"> ● An individual must first identify activities based on personal preference and set realistic and attainable goals that incorporate the FITT principle with a specific intent. ● Knowledge of training principles such as: specificity, overload, progression, aerobic/anaerobic, circuit/interval and repetition/set will help an individual to improve fitness levels. Work to improve fitness level by applying training principles to participation in exercise and physical activities chosen with a specific intent (NASPE, 2004). ● An individual must first identify activities based on personal preference and set realistic and attainable goals that incorporate exercise and training principles with a specific intent. 	<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>	<ul style="list-style-type: none"> ● Assemble a personal fitness plan through incorporating training principals and health/skill related fitness components. 	<ul style="list-style-type: none"> ● Incorporate and synthesize knowledge of exercise and training principles to assemble a fitness plan for a classmate.
Quality lifelong movement is based on scientific concepts/principles.	<ul style="list-style-type: none"> ● How do you analyze the application of game strategies? 	<ul style="list-style-type: none"> ● Striking/fielding games- have offensive tactics that enable players to strike a ball with sufficient accuracy and/or power to elude players on the fielding team, and give time for the hitter to run between bases and score. Defensive tactics enable fielders to prevent scoring. Compare and contrast how offensive and defensive tactics are used in a variety of striking/fielding games: softball, baseball, kickball, cricket... ● Net/wall games: have offensive tactics that enable players to send the ball back to the opponent so the opponent is unable to return it or is forced to make an error. Defensive tactics enable players to return the ball and keep it in bounds. Compare and contrast how offensive and defensive tactics are used in net/wall games: badminton, pickle ball, table tennis, tennis, volleyball, handball, paddleball, racquetball, platform tennis... ● Invasion games- have offensive tactics the enable players to move the ball on the court or field to get near the goal and score. Defensive tactics enable players to intercept the object and prevent scoring. Compare and contrast how offensive and 	<p>10.5.12.F. Analyze the application of game strategies for different categories of physical activities.</p> <ul style="list-style-type: none"> • individual • team • lifetime • outdoor 	<ul style="list-style-type: none"> ● Distinguish the different game strategies used in individual, team, lifetime and outdoor activities. 	<ul style="list-style-type: none"> ● Explain and demonstrate the different game strategies used in individual, team, lifetime and outdoor activities.

		defensive tactics are used in a variety of invasion games: football, hockey, lacrosse, rugby, soccer, speedball, ultimate Frisbee, water polo...			
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Materials and Resources:

Clover, Jim, and Jim Clover. Student Workbook to Accompany Sports Medicine Essentials, Second Edition: Core Concepts in Athletic Training and Fitness Instruction. Clifton Park, NY: Thomson Delmar Learning, 2007. Print.

Giles-Brown, Liz. Physical Education Assessment Toolkit. Champaign, IL: Human Kinetics, 2006. Print.

Martens, Rainer. Directing Youth Sports Programs. Champaign, IL: Human Kinetics, 2001. Print.

Mitchell, Stephen A., Judith L. Oslin, and Linda L. Griffin. Teaching Sport Concepts and Skills: A Tactical Games Approach. Champaign, IL: Human Kinetics, 2006. Print.

Physical Best Activity Guide: Middle and High School Levels. Champaign, IL: Human Kinetics, 2005. Print.

Teacher Designated Supplemental Materials