

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

PERSONAL FITNESS

GRADE 8

Date of Board Approval: June 21, 2018

CARLISLE AREA SCHOOL DISTRICT PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	Personal Fitness	SUBJECT:	Physical Education	GRADE LEVEL:	8
COURSE LENGTH:	Year	DURATION:	46 Minutes	FREQUENCY:	3 days/cycle
PREREQUISITES:	N/A	CREDIT:	N/A	LEVEL:	N/A

Course Description/Objectives:

This elective course is designed for all students interested in improving their overall personal fitness. Students will participate in cardio-respiratory endurance, flexibility, and muscular strength and endurance activities. Health related components of fitness, the benefits of exercise, and the skills related to each activity will be the focus of the course. Students will explore the relationships between exercise and personal wellness. Students will assess their current fitness levels, identify areas of improvement and set goals for achievement.

Curriculum Writing Committee: Joan Chizmar Bonnie Kirk
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COURSE TIMELINE

Unit 1: Introduction to the Fitness Center

6 Days

- Safety
- Procedures and Care for Equipment
- Expectations

Unit 2: Goal Setting

6 Days

- Target Heart Rate versus Intensity
- Five Components of Fitness
- Pre-Assessment
- Reflection and Goal Setting

Unit 3: Training

78 Days

- Synrgy 360
- Pilates
- Cross Fit
- Plyometrics
- Aerobics
- Interval Training
- X Box Kinect
- Agility Drills
- Speed Training
- Explosive Movements
- Overload Principle
- Kick Boxing
- Fitness Blender
- Yoga

TOTAL: 90 Days

KNOW, UNDERSTAND, DO

COURSE:	Personal Fitness	TIME FRAME:	6 days
UNIT #1:	Introduction to the Fitness Center	GRADE:	8

STANDARDS:

PA Academic Standards in Health, Safety and Physical Education

- 10.3.9 A • Analyze the role of individual responsibility for safe practices and injury prevention in the school.
- 10.3.9 C • Analyze and apply strategies to avoid or manage conflict during adolescence.
- 10.3.9 D • Analyze the role of individual responsibility for safety during physical activity.

KNOW, UNDERSTAND, DO

COURSE:	Personal Fitness	TIME FRAME:	6 days
UNIT #1:	Introduction to the Fitness Center	GRADE:	8

UNDERSTANDINGS

Safety is a top priority when using the fitness center.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Following manufacturers guidelines for the use of exercise equipment will keep everyone in the fitness center safe.
- Execution of movement requires adequate space.

DO

- Attach the safety clip to your clothing while using treadmills.
- Wipe down machines/monitors after use.
- Place equipment where it belongs.
- Enter and exit with adult supervision only.
- Use equipment according to manufacturers and instructors.
- Ensure the safety of others by completing activities within an appropriate space.

KNOW, UNDERSTAND, DO

COURSE:	Personal Fitness	TIME FRAME:	6 days
UNIT #2:	Goal Setting	GRADE:	8

STANDARDS:

PA Academic Standards in Health, Safety and Physical Education

- 10.4.9 A • Analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness and activity goals.
- 10.4.9 B • Analyze the effects of regular participation in moderate to vigorous physical activities in relation to weight management.
- 10.4.9 C • Analyze factors that affect the responses of body systems during moderate to vigorous physical activities (healthy fitness zone, and health related fitness components).
- 10.4.9 E • Analyze factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.
- 10.4.9 F • Analyze and describe positive and negative interactions of group members in physical activities.
- 10.5.9 A • Describe and apply the components of skill related fitness to movement performance.
- 10.5.9 C • Identify and apply practice strategies for skill improvement.

KNOW, UNDERSTAND, DO

COURSE:	Personal Fitness	TIME FRAME:	6 days
UNIT #2:	Goal Setting	GRADE:	8

UNDERSTANDINGS

Setting realistic personal fitness goals can be motivating and have healthy benefits for a lifetime.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Describe the difference between medical concerns, injury and discomfort.
- Explain the relationship between practice and skill development.
- Identify and apply activities for improving health.
- Calculate your target heart rate zone.

DO

- Pace yourself to complete age-appropriate endurance activities.
- Tolerate normal discomfort associated with cardio-vascular exercise in order to complete an endurance activity.
- Demonstrate skills with proper form.
- Monitor heart rate during workouts.
- Work within your target heart rate zone.
- Explain the difference between a resting heart rate and a maximum heart rate.
- Compare/contrast proper and improper movements.

KNOW, UNDERSTAND, DO

COURSE:	Personal Fitness	TIME FRAME:	78 days
UNIT #3:	Training	GRADE:	8

STANDARDS:

PA Academic Standards in Health, Safety and Physical Education

- 10.3.9 A • Analyze the role of individual responsibility for safe practices.
- 10.3.9 C • Analyze and apply strategies to avoid or manage conflict during adolescence.
- 10.3.9 D • Analyze the role of individual responsibility for safety during physical activity.
- 10.4.9 A • Analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness and activity goals.
- 10.4.9 D • Analyze the factors affecting physical activity preferences of adolescence.
- 10.4.9 E • Analyze factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.
- 10.5.9 A • Describe and apply the components of skill related fitness.
- 10.5.9 B • Describe and apply the concepts of motor skill development that impact the quality of increasingly complex movement.
- 10.5.9 D • Identify and describe the principles of training using appropriate vocabulary (specificity, overload, progression, aerobic/anaerobic, circuit/interval, and repetition/set).
- 10.5.9 E • Analyze and apply scientific and biomechanical principles to complex movements (centripetal/centrifugal force, linear motion, rotary motion, friction/resistance, equilibrium and number of moving segments).

KNOW, UNDERSTAND, DO

COURSE:	Personal Fitness	TIME FRAME:	78 days
UNIT #3:	Training	GRADE:	8

UNDERSTANDINGS

Consistent, long-term participation in a dynamic fitness program will improve the quality of life and reduce health risks.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify and define skill-related and health-related components of fitness.
- Explain safe and proper use of fitness equipment.
- Recognize how each exercise enhances a specific muscle group or groups.
- Demonstrate proper technique when using various types of fitness equipment.
- Explain how maximum heart rate, target heart rate zone and resting heart rate is incorporated into a cardiovascular fitness program.
- Identify how participation in fitness type activities contributes to an ongoing healthy lifestyle.

DO

- Model proper etiquette and respect for others, while engaging in physical activity.
- Calculate maximum heart rate, target heart rate zone and resting heart rate.
- Track target heart rate during physical activity by using a heart-rate monitor.
- Construct and follow a fitness plan to meet your personal needs.
- Utilize an individual fitness plan to meet fitness goals.
- Integrate the five health-related components of fitness: muscular endurance, flexibility, cardio-vascular endurance and body composition by participation in fitness activities.
- Integrate the five skill-related components of fitness: speed, power, agility, endurance, coordination and reaction time.

KNOW, UNDERSTAND, DO

COURSE:	Personal Fitness	TIME FRAME:	78 days
UNIT #3:	Training	GRADE:	8

	<p style="text-align: center;">DO</p> <ul style="list-style-type: none">• Evaluate how overall fitness contributes to social, emotional and physical wellness.• Participate in warm-up activities to increase flexibility and muscular strength.• Participate in cool-down activities to lower heart rate and body temperature.• Engage in pre- and post-physical fitness testing, which includes flexibility, endurance, agility and muscular strength.• Apply the FITT principle when developing a personal fitness plan: Frequency, Intensity, Time and Type.
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Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)