



**Unit Map 2010-2011**  
**Curriculum Designers**  
**Sheskey, Bill / Health/PE HS / High School**  
**(Sample-NYC)**

June 25, 2011, 10:54AM



**Unit: Lifetime Fitness (Week 1, 3 Weeks)**  

**Standards**

**CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, Grades 9-10, Science & Technical**

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

- 3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- 8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- 9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

**CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, Grades**

## **9-10, Writing/HST**

### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
  - 1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  - 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
  - 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
  - 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - 9. Draw evidence from informational texts to support analysis, reflection, and research.

## **Health, Phys Ed, FCS, Commencement, Personal Health and Fitness**

### Physical Education

1. A. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.  
B. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.
  - make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs
  - know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal

profile with fitness/ wellness goals, and engage in appropriate activities to improve or sustain their fitness

- follow a program that relates to wellness, including weight control and stress management
- demonstrate competence in leading and participating in group activities.



Illinois Standards for Physical Development - Grades 9+10

Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>• Regular physical activity is necessary to sustain a lifetime of fitness and health</li> <li>• There are basic foundational skills in any life long fitness plan</li> <li>• Fitness expectations need to be established on an individual basis</li> <li>• New research on lifetime fitness will effect the development of lifetime fitness plans</li> </ul>	<ul style="list-style-type: none"> <li>• Why should a person strive to sustain a high quality of personal health for their entire life?</li> <li>• How can an individual be a model of lifelong fitness for their family and friends?</li> <li>• How will an individual determine which lifelong physical activities will be best suited for them?</li> <li>• Why is it important to develop the ability to evaluate the most update informational text and resources related to lifetime fitness?</li> </ul>
Content	Skills
<p><b>A. Components of Fitness</b></p> <ul style="list-style-type: none"> <li>• Cardiovascular Fitness – lifetime activities that strengthen the cardiovascular system and reduce common risk factors for cardiovascular disease</li> <li>• Muscular Strength and Endurance – movement and resistance activity that promotes healthy muscle growth and maintains ligament and joint stability</li> <li>• Flexibility – static and dynamic movement activities that enhance range of motion and reduce the risk of muscle and joint injury</li> <li>• Agility – engaging in movement activities that enhance the enjoyment of recreational and sports activities throughout a persons lifetime</li> </ul> <p><b>B. Common risk factors for lifetime health and fitness</b></p>	<p><b>A1 – Interpret</b> the positive effects of a fitness program that integrates basic components of fitness</p> <p><b>A2 – Explain</b> the importance of a lifelong fitness plan that balances the basic components of fitness</p> <p><b>A3 – Participate</b> in lifetime fitness activities that incorporate all of the basic components of fitness</p> <p><b>A4 – Analyze</b> how the selected fitness activities will reduce lifestyle health risk factors</p> <p><b>B1 – Prepare</b> a presentation to explain the benefits of a lifetime fitness and health plan</p> <p><b>B2 – Use criteria</b> to coach others in the <b>design</b> of lifetime fitness programs</p>

<ul style="list-style-type: none"> <li>• Common lifestyle related risk factors for cardiovascular disease, obesity, and cancer</li> <li>• Common hereditary risk factors for cardiovascular disease, obesity, and cancer</li> </ul> <p><b>C. Components of a quality lifetime fitness plan</b></p> <ul style="list-style-type: none"> <li>• Age specific body weight, blood pressure, resting heart rate, fluid intake, caloric intake, fat intake and essential nutrients</li> <li>• Mayo clinic guidelines for fitness goal setting</li> <li>• Age specific lifetime fitness programs</li> <li>• Evaluation tools for maintaining and upgrading of lifetime fitness activities - Presidents Physical Fitness</li> <li>•</li> </ul>	<p>B3 – <b><i>Compare and contrast</i></b> common health risk factors with family and friends</p> <p>C1 - <b><i>Record and interpret</i></b> healthy body weight, blood pressure, resting heart rate, fluids, caloric intake, fat intake and essential nutrients</p> <p>C2 – <b><i>Perform</i></b> individualized fitness test to evaluate present levels of cardiovascular, muscular strength, and flexibility</p> <p>C3 - <b><i>Set</i></b> realistic and obtainable fitness goals Develop lifetime fitness habits</p> <p>C4 - <b><i>Evaluate</i></b> physical fitness programs</p> <p>C5 - Use <b><i>evaluation</i></b> and <b><i>upgrade</i></b> of a personal lifetime fitness plan</p> <p>C6 - <b><i>Prepare</i></b> an individual lifetime fitness plan that promotes healthy weight control, cardiovascular, muscular strength, and flexibility</p>
--	---

### Key Terms / Vocabulary

- Cardiovascular
- Muscle mass
- Joint
- Ligament
- BMI
- Caloric
- Physiological
- Nutrients
- Oxygen exchange
- Risk factors
- Lifestyle
- Hereditary

 [Visual Thesaurus](#)

### Assessments

#### Fitness Level Pre-Test – Post Test

#### Diagnostic: Performance: Authentic Task

The adage "use it or lose it" says it all. For example, not using your muscles results in a loss

of strength and function. Please refer to the FITT box for more information. A FITT box is provided with each test item to help you improve.

You can improve your fitness with additional exercise that includes changes to the frequency, intensity, time, and type of each exercise.

### **Record and Analyze Your Fitness Score**

#### **Formative: Performance: Lab Assignment**

After you complete all the testing events, enter your data into the data fields and hit the Calculate My Score button. Within in a few seconds you'll receive feedback on how well you performed on the test. Every time you retake a testing event, recalculate your score and compare your results to see how your fitness has changed.

### **5 Five Steps in Designing Your Own Fitness Plan**

#### **Summative: Written: Report**

Starting a fitness program may be one of the best things you can do for your health. Physical activity can reduce your risk of chronic disease, improve your balance and coordination, help you lose weight — even improve your sleep habits and self-esteem. And there's more good news. You can do it in just five steps. Design your fitness plan for the next 6 months using the steps outlined in the Mayo Clinic 5 steps to fitness plan.



[Analyze Your Fitness Score](#)



[Design Your Fitness Plan](#)



[FITT Measurement Instrument](#)

### **Learning Activities**

- Prepare a presentation on lifestyle related health risk factors that will be presented to students in an elementary school (emphasize risk of tobacco use and risks of obesity)
- Organize a group of friends together and prepare to run a 5k road race within the next 6 months
- Encourage and guide one adult in your family or friends group to evaluate and improve their own personal fitness level
- Create a 60 second video commercial that encourages your peers to participate in activities that reduce the common lifestyle health risk factors in their daily lives

### **Resources**

Center for Disease Control - CDC Atlanta  
Mayo Clinic - Fitness Program Design  
Caloric Calculator



[Caloric Calculator](#)



[CDC and Fitness](#)



[FITT Measurement Instrument](#)



[Mayo Clinic Fitness Design](#)

Updated: 06/16/2011