



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Personal Fitness

Course Description:

The curriculum for this course is developed from the [Wisconsin State Physical Education Standards](#). Personal Fitness is an elective class that sophomores through seniors may take. Personal Fitness meets everyday for one trimester. Students will apply the five components of fitness (muscular strength, muscular endurance, flexibility, body composition, and cardiovascular endurance) along FITT principle with different activities. Students will participate in fitness testing (height, weight, PACER test, sit ups, push ups, body row, and sit n reach) twice in a trimester. Students will be exposed to a variety of team sports that will provide lifetime carry over value. Students will also be participating in fitness activities such as the fitness center, weight room, and functional fitness training. Participation in the class will help achieve and maintain a lifetime of physical wellness.

Mastery Standards:

PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- Demonstrates balance and body control while moving at different speeds while manipulating a ball of different sizes. (1:4:A2)
- Demonstrates mature form while striking objects in a variety of racquet sports. (1:4:A3)
- Demonstrates proficiency in two movement forms in individual and lifetime activities. (1:4:A5)
- Plays modified team sports using all the basic skills and strategies of the sport and some advanced skills. (1:4:A7)
- Acquires skills to participate in a lifetime activity outside of school. (1:4:A8)

PK-12 Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- Identifies the differences and benefits of both functional fitness training and traditional weight training. (2:4:A4)

PK-12 Standard 3: Participate regularly in physical activity.

- Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle. (3:4:A1)
- Participates in health-enhancing lifetime activities that can be pursued in the community as well as the school. (3:4:A3)
- Establishes goals by identifying strengths and weaknesses using personal fitness assessments. (3:4:B1)

PK-12 Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

- Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program. (4:4:A2)
- Self-assesses the five health-related fitness components (aerobic capacity, muscular endurance, muscular strength, flexibility, and body composition). (4:4:A5)
- Identifies major muscle groups of the body and correctly identifies and performs at least two weight training exercises for each muscle group. (4:4:A8)

PK-12 Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- Works with peers willingly, regardless of skill level and individual differences in partner and small group situations. (5:4:A3)

PK-12 Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- Participates in activities outside of school for self-enjoyment. (6:4:A1)
- Describes the correlation that being physically active leads to a higher quality of life. (6:4:A5)
- Works with peers willingly, regardless of skill level and individual differences in partner and small group situations. (5:4:A3)

PK-12 Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- Participates in activities outside of school for self-enjoyment. (6:4:A1)

Identifies reasons to participate in physical activity in the local community. (6:4:A2)

Describes the correlation that being physically active leads to a higher quality of life. (6:4:A5)

Recognizes the value of all individuals involved in the activity. (6:4:B2)

Describes the positive feelings that result from physical activity participation alone and with others. (6:4:B3)

Unit	Description of Unit and Learning Targets
<p>Unit Title: Fitness Testing</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none">• What skills do I need to develop an appropriate health related physical fitness exercise program based on fitness assessment results?• What are essential components of an appropriate conditioning program for a lifetime of fitness activity?	<p>Students will improve their performance on the Fitness Testing. To do so, students will set fitness goals and teachers will monitor their progress toward those goals.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none">• Perform as many sit-ups in one minute as individually possible.• Complete as many correct push ups as possible.• Improve their PACER score by 2 or more from the year before
<p>Unit Title: Fitness Center</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none">• Why is it important to lead a physically active lifestyle?	<p>Students will know the rules and expectations of the weight room and be able to apply them every time there are in the weight room.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none">• Can demonstrate appropriate technique for both the cardio and weight machines.• Can discuss the difference between muscular endurance and muscular strength in relation to lifting.• Be able to identify the benefits of cardiovascular endurance.
<p>Unit Title: Weight room</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none">• What are the most effective ways to improve your fitness levels through strength training?	<p>Students will know the rules and expectations of the weight room and be able to apply them every time there are in the weight room.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none">• Identify the components of fitness impacted by the weight room.• Can demonstrate appropriate technique for two different exercises.• Can discuss two different weight training principles.
<p>Unit Title: Functional Fitness</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none">• How can functional training be incorporated into a strength training workout to increase levels of physical fitness?	<p>Students will explain and know the important components of functional exercise.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none">• Understand the difference between band and weight workouts.• Be able to adapt a workout using functional equipment.
<p>Unit Title: Human Muscles</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none">• What are the effects of exercise on the muscular system?• How do I build muscular strength and endurance?	<p>Students will locate, identify, and describe the functions of the following muscles or muscle groups or processes: shoulders, biceps, triceps, pectoralis major, abdominus rectus, obliques, hamstrings, quadriceps, soleus, and gastrocnemius.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none">• Describe the location and function of skeletal muscles.• Describe the roles of agonists and antagonists in muscle movement. Identify at least one example of paired

	muscles that oppose each other's action.
<p>Unit Title: Basketball</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can students work together to accomplish team goals? • How can basketball lead to a lifestyle of health and wellness? 	<p>Students will participate in a variety of lifelong physical activities</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Apply rules, principles, problem-solving skills, and concepts to traditional and nontraditional movement settings • Demonstrate collaboration, cooperation, and leadership skills.
<p>Unit Title: Badminton</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Demonstrate the use of offensive, defensive, and cooperative strategies in individual, team, and dual activities. 	<p>Students will know the rules and regulations of badminton</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Understand and knowledge of simple tactics. • Respect fellow team members and cooperate with them.
<p>Unit Title: Volleyball</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What are the rules, skills and strategies involved in volleyball? • How does teamwork and sportsmanship affect game play? 	<p>Students will understand basic volleyball rules, terminology, and scoring procedures.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Understand and apply the knowledge of basic rules of volleyball. • Demonstrate proper etiquette and good sportsmanship. • Develop an awareness of community resources and opportunities related to volleyball.
<p>Unit Title: Floor Hockey</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does floor hockey enhance an individual's cardiovascular endurance? • How does floor hockey allow for teamwork and team building? 	<p>Students will execute basic floor hockey skills, such as passing and shooting</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Ability to send, receive and retain objects with a moderate level of speed, accuracy and distance. • Ability to recognize and obey rules and routines in a safe and effective manner. • Demonstrate the ability to communicate and work effectively in partners and groups.
<p>Unit Title: Sabakiball</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does sabakiball allow for teamwork and team building skills? 	<p>Students will understand the rules of sabakiball and be able to apply it to other games played in class.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Demonstrate the ability to communicate and work effectively in partners and with their teammates. • Have the ability to throw, catch, and move with moderate accuracy. • Participate in a lifetime activity that can be applied to different activities.

Fall / Spring Trimester

Unit	Description of Unit and Learning Targets
<p>Unit Title: Flag Football</p> <p><u>Essential Questions:</u></p>	<p>Students will display a positive attitude by fully participating in drills and games.</p>

<ul style="list-style-type: none"> • How does Flag football allow for leadership roles to be defined? • How does teamwork allow for overall success? 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify the rules of flag football and be able to modify them based on abilities. • Successfully throw and catch a football during drills and games. • Understand the difference between offense and defense.
<p>Unit Title: Soccer</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can fitness concepts from soccer be applied to a lifestyle of wellness 	<p>Students will apply rules and procedures for soccer and describe how they enhance participation and safety.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Compare the roles and responsibilities of soccer positions and observers as well as recommend strategies to enhance sportsmanship-like behavior. • Demonstrate the use of offensive, defensive, and cooperative strategies in soccer.
<p>Unit Title: Angle ball</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does teamwork in sport carry over to future teamwork in the workplace? • What individual skills and strategies can be utilized to improve team performance? 	<p>Students will demonstrate knowledge of strategies and rule understanding</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Demonstrate sportsmanship and fair play techniques • Participate in a nontraditional game and be able to apply it to other activities.
<p>Unit Title: Ultimate Frisbee</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Why is it necessary to sometimes modify Frisbee games? • What are the health-related components of fitness utilized in ultimate frisbee? 	<p>Students will explain and perform Ultimate Frisbee skills that combine mechanically correct movement in smooth flowing sequences during drills and Ultimate Frisbee games.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Indicate ways to modify Ultimate Frisbee skills in response to dynamic and interactive environments. • Apply rules and procedures for Ultimate Frisbee and describe how they enhance participation and safety • Demonstrate the use of offensive, defensive, and cooperative strategies in Ultimate Frisbee game
<p>Unit Title: Nitro ball</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Understanding rules and regulations are vital to performance in game play. • Displaying sportsmanship promotes knowing it is only a game and win or lose you play fair. 	<p>Students will understand the rules of NitroBall as well as offensive and defensive strategy</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Perform three (3) different types of NitroBall hits - serve, bump, set, inverted bounce pass, spike, push, and drop. • Practice responsibility while demonstrating sportsmanship and safe behavior