

**Southington Public Schools
Curriculum Map**

Subject: Physical Education

Grades: 9-12

UNIT TITLE	#1 FITNESS
CONTENT	<ul style="list-style-type: none"> • Components and Benefits of Fitness • Ways to improve each fitness component
STATE STANDARDS	<p><u>Grades 9 and 10</u> 3.2 Use the results of fitness assessments to guide changes in personal programs of physical activity</p> <p><u>Grades 11 and 12</u> 6.1 Pursue new activities, both as individuals and with others</p>
ASSESSMENT	<p><u>PERFORMANCE TASK</u></p> <p>Grade 9 Weight Training - Present this scenario: “A new student is entering our weight training class late. You and your partner are responsible for teaching him how to do all the lifts covered with good technique. Using the weight training assessment sheet, take turns lifting, self assessing, and assessing your partner as you explain and demonstrate good technique for your new student. On the back of your weight training assessment sheet, comment on the areas of your body that need weight training most. Think about which lifts you found most difficult. Is it possible that those muscle groups need more training?”</p> <p>Grade 10 Fitness - Using your results from the State Fitness Test and the knowledge you’ve learned about the various components of fitness, contemplate your strengths and weaknesses in the area of physical fitness. Pretend you are a trainer trying to convince a trainee with your exact fitness qualifications to become more fit. Create a plan for this trainee. Your plan should address your personal deficiencies. Be sure to include the component to be improved, the frequency of the activity, the intensity needed, and the time needed. Plan to work on all components for overall fitness improvement and maintenance. A greater emphasis should be placed on areas in greater need of improvement. Be able to defend your plan. (Suggestion: Use an index card. Have students list the 4 components tested. Star the one(s) in need of the most improvement. List the type of activity, frequency, intensity, and time for each. For example: Cross-country skiing 3x per week on gently sloping terrain for 45 min. On the back of the card, tell your trainee why you put the emphasis on the components most worked.)</p> <p>Grades 11 and 12 Dance, Yoga, Pilates, Tae-bo – Pretend that you are the instructor demonstrating the routine for the class. As a member of class, I will be observing you in terms of ability to complete all aspects of the routine, focus and effort to do the routine flawlessly (timing in dance, technique in Tae-bo/Pilates, concentration and focus in yoga), and enthusiasm for the activity.</p> <p><u>OTHER EVIDENCE</u></p> <ul style="list-style-type: none"> • Daily Weight Training Charts- amount of weight, sets, and reps. for each lift • CT State Physical Fitness Test results
SKILLS	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Perform skills specific to each fitness activity (dance steps, Tae-bo kicks and punches, Pilates exercises, weight training free lifts and machine lifts) • Body hold releases