**PHYSICAL EDUCATION**

**BLOCK PLAN**

**GRADE LEVEL: 10TH**

**TOPIC: Weight training/Cardiovascular training**

**STANDARD (S):**

**Standard 1: Motor Skills and Movement Patterns- The physically literate individual demonstrates competency within a full scope and sequence of motor skills and movement patterns.**

**Standard 2: Movement Concepts and Performance- The physically literate individual applies concepts, biomechanics and game strategies associated with movement skills and performance.**

**Standard 3: Level of Fitness- The physically literate individual demonstrates the principles of exercise, training, and skill related fitness to safely maintain a healthy level of physical activity and fitness.**

**Standard 4: Cooperative skills and positive behavior- The physically literate individual utilizes cooperative skills, safety practices, positive behavior and communication that values respect for self and others.**

**Standard 5: Value of Physical Activity- The physically literate individual recognizes the value of physical activity as a tool for wellness, challenge, enjoyment, self-expression and socially appropriate interaction with others.**

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| Lesson #1 | |
| Lesson Title: | Introduction to Weight training |
| Outcome(s): | Statement 1: Individually performs specialized skills in a variety of movement forms consistently (e.g., outdoor pursuits, recreational activities and individual-performance activities).  Statement 3: Demonstrates appropriate technique in strength and muscular endurance training.  Statement 3: Identifies different types of strength activities and applies fitness principles to develop muscular strength and endurance.  Statement 4: Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity. |
| Content: | Teacher Discussion:  -Provides safety rules for activities  -Demonstrate weight training exercises using proper form and spotting techniques.  -Students will perform each exercise with partners using proper form and spotting techniques.  -Perform diagnostic assessment through teacher checklist |
| Strategies/Activities: | **Weight Room Tour:** The teacher will introduce the students to the different weight machines and free weights. The class will learn the safety while exercising in the weight room. The class will also practice proper form and technique to the fitness equipment. |
| Diagnostic Assessments: | Utilize an exercise checklist and evaluate students while they perform each exercise properly. |

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| Lesson #2 | |
| Lesson Title: | Intro to Cardiovascular Training |
| Outcome(s): | Statement 1: Demonstrates consistency in individual specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking).  Statement 3: Identifies the importance of exercising within the target heart rate zone.  Statement 4: Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity.  Statement 4: Identifies best practices for participating safely in physical activity. |
| Content: | Teacher Discussion:  -Review safety rules for activities  -Introduce how to program and exercise on cardiovascular equipment.  -Demonstrate how to use all cardiovascular equipment safely using proper form.  -Review weightlifting exercises.  -Homework: Develop a fitness plan for 3 weeks. Including fitness test (Cardiovascular testing and strength testing). |
| Strategies/Activities: | -Fitness room tour: Students will be split into two groups. One group will work on the cardio equipment for 10-15 minutes. The second group will work with the weights and fitness equipment for 10-15 minutes. The groups will switch and exercise for an additional 10-15 minutes. |
| Formative Assessments: | Checklist for weight room rules.  Checklist for cardiovascular rules.  Checklist for fitness plan requirements. |

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| Lesson #3 | |
| Lesson Title: | Fitness Pre-test |
| Outcome(s): | Statement 1: Individually performs specialized skills in a variety of movement forms consistently (e.g., outdoor pursuits, recreational activities and individual-performance activities).  Statement 3: Demonstrates appropriate technique in strength and muscular endurance training.  Statement 3: Identifies different types of strength activities and applies fitness principles to develop muscular strength and endurance.  Statement 4: Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity. |
| Content: | Teacher Discussion:  -Review safety rules for activities.  -Students will share fitness programs with partners.  -Self-check to make sure each plan has all essential requirements before fitness pre-test begins.  -Students complete their fitness pre-test recording all results. |
| Strategies/Activities: | -Peer Review of Fitness Programs.  -Fitness Pre-Test |
| Formative Assessments: | Checklist for fitness program essential requirements.  Fitness Pre-Test Data sheet |

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| Lessons #4-12 Daily Workouts | |
| Lesson Title: | Fitness Training Workouts |
| Outcome(s): | Statement 1: Individually performs specialized skills in a variety of movement forms consistently (e.g., outdoor pursuits, recreational activities and individual-performance activities).  Statement 2: Describes critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform movement.  Statement 3: Discusses the benefits of a physically active lifestyle as it relates to personal productivity.  Statement 3: Summarizes the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults.  Statement 4: Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity.  Statement 4: Identifies best practices for participating safely in physical activity. |
| Content: | Teacher Discussion:  -Review safety rules for activities.  -Review how to use all equipment safely.  -Review fitness program with class.  -Begin fitness program. |
| Strategies/Activities: | Fitness Program Week 1-3: Warm-up cardiovascular exercise, stretching, upper body exercises, lower body exercises, or core exercises, cool down, and stretch.  Each workout will include a 5-10 minute warmup, followed by a 5 minute stretch, a 20 minute workout upper/lower/core (one focus per class period), 5 minute cool down, and 5 minute stretch. |
| Formative Assessments: | Daily workout data sheets. |

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| Lesson #13 | |
| Lesson Title: | Fitness Testing |
| Outcome(s): | Statement 4: Identifies best practices for participating safely in physical activity.  Statement 5: Participates at a level that provides challenges for health related fitness benefits specific to the individual student.  Statement 5: Identifies characteristics of physical activities that meet the need for self-expression and enjoyment. |
| Content: | Teacher Discussion:  -Review safety rules for activities.  -Fitness testing designed by students to match their fitness programs.  -Describe the changes from the start of the program to the end of the program. (Strength gained, weight loss, better balance, etc.)  -Introduce skipping to students provide proper cues. |
| Strategies/Activities: | -Students will practice all previously learned locomotor movements.  -Students will demonstrate how to skip during activities.  -Lead up game including skipping. (Musical hoops) |
| Formative Assessments: | Fitness log including pre-test, post-test, and daily workout log. |

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| Summative Assessment | |
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| Outcome(s): | Statement 1: Performs locomotor skills (hopping, galloping, jogging, running, sliding, skipping) in a stable environment.  Statement 2: Differentiates between movement in personal (self-space) and general space.  Statement 2: Travels in three different pathways.  Statement 3: Recognizes that when you move fast, your heart beats faster and you breathe faster.  Statement 4: Acknowledges responsibility for behavior when prompted.  Statement 5: Recognizes that physical activity is important for good health. |