

Crawford Central School District

Health & Physical Education

Course: Lifetime Wellness

Grade: 10-12

Course Description: Lifetime wellness is a class offering a variety of low impact wellness activities that meet the needs and interest of students. This class offers the opportunity to build muscular strength and endurance, cardiovascular strength and endurance, physical flexibility and stress management techniques to help students achieve optimal physical and mental well-being.

Unit Title: Yoga

Time: Throughout the semester

Standards:

10.3.12 D- Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activity

10.4.12 A – Evaluate and engage in an individual physical activity plan that supports achievement of personal fitness goals and promotes life-long participation

10.4.12 B – Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities: social, physiological, and psychological

10.5.12 A – Apply knowledge of movement skills, skills-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation

Big Ideas:

- Yoga can be a beneficial part of a daily exercise regimen
- Flexibility gained through yoga can decrease risk of injury
- Stress management through yoga can decrease risk of illness
- Yoga directly promotes all three components of the health triangle

Essential Questions:

- How is yoga beneficial to physical and mental health?
- Why is it important to utilize correct breathing techniques during yoga?

- What are key components of a successful yoga practice?
- How is yoga different from other flexibility and strength training exercises?

Competency	Skills/Vocabulary	Strategy	Resources
<p>Demonstrate appropriate behavior in a physically active class setting</p> <p>List ways to reduce risk of injury while being physically active</p> <p>Perform yoga poses using safety precautions</p> <p>Learn names of poses for flow of movement</p> <p>Connect movement with breathing for best practice</p> <p>Understand mind-body connection health benefits</p>	<p>Skills</p> <p>Focus – Ability to direct flow of thought for increased levels of mental performance</p> <p>Stillness – Relaxing the body to help the mind come to rest and reduce stress</p> <p>Self-Awareness – Taking note of one’s self in a given environment and its physical and psychological actions</p> <p>Poses – Performing physical movements properly for increased physical benefits</p> <p>Vocabulary</p> <p>Flexibility</p> <p>Breathing</p> <p>Pose</p> <p>Flow</p> <p>Mindfulness</p> <p>Connection</p> <p>Stillness</p> <p>Self-Awareness</p> <p>Stress Management</p>	<p>Class discussion</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided Practice</p>	<p>Websites</p> <p>Videos</p> <p>Instructor Books</p> <p>Documents</p>

	Focus Intention		

Unit Title – Aerobics and Walking

Time – Throughout the semester

Standards:

10.4.12 C – Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activities: aging, injury and disease

10.4.12 D – Evaluate factors that affect physical activity and exercise preferences of adults: personal challenge, physical benefits, finances, motivation, access to activity and self-improvement

10.2.12 D – Examine and apply a decision-making process to the development of short and long-term health goals

Big Ideas:

- Aerobic activity improves cardiovascular health
- Aerobic activity increases blood flow and oxygen to the brain
- Aerobic activity reduces chronic pain
- Aerobic activity burns calories for weight management

Essential Questions

- What are different types of aerobic activity?
- Do I have to do aerobic activity in a group setting?

- How often should I do aerobic activity and for how long?
- What are the health benefits of aerobic activity?

<u>Competency</u>	<u>Skills/Vocabulary</u>	<u>Strategy</u>	<u>Resources</u>
<p>Demonstrate understanding of what constitutes aerobic activity</p> <p>List different types of aerobic exercise</p> <p>Create an aerobic exercise routine</p> <p>Track resting and exercise heart rate</p>	<p><u>Skills</u></p> <p>_ Understanding movement sequencing for creating an aerobic movement routine</p> <p>_ Utilize different types of activity to achieve aerobic output</p> <p>Increase coordination</p> <p>Increase heart rate and caloric output</p> <p><u>Vocabulary</u></p> <p>_ Aerobic</p> <p>Anaerobic</p> <p>Ballistic Stretch</p> <p>Static Stretch</p> <p>Cardiorespiratory endurance</p> <p>Energy</p> <p>Calorie</p> <p>Inhale</p> <p>Exhale</p> <p>Flexibility</p> <p>Frequency</p> <p>Rhythm</p>	<p>Class discussion</p> <p>Modeling</p> <p>Demonstration</p> <p>Active participation</p>	<p>Websites</p> <p>Videos</p> <p>Instructor Books</p> <p>Documents</p>

	Coordination		
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Unit – Zumba

Time – 2 weeks

Standards

10.4.12 F – Assess and use strategies for enhancing adult group interaction in physical activities: shared responsibility, open communication, goal setting

10.5.12 B – Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills: open and closed skills, short-term and long-term memory and aspects of good performance

10.4.9 C – Analyze factors that affect the responses of body systems during moderate to vigorous physical activity: exercise (climate, location, temperature, altitude), healthy fitness zone, individual fitness status

Big Ideas:

- Zumba can increase heart rate for increased cardiovascular health
- Zumba can increase coordination
- Zumba can decrease anxiety and depression
- Zumba can increase energy and burn calories for weight management

Essential Questions:

- What are the key components of a Zumba routine?
- What type of music is best for Zumba?
- Can I do Zumba by myself?
- What are the physical health benefits of doing Zumba regularly?
- Does Zumba have mental health benefits?

Competency	Skills/Vocabulary	Strategies	Resources
<p>Understand terminology used in Zumba</p> <p>Demonstrate knowledge of frequently used movements</p> <p>Participate actively in Zumba routines</p> <p>Understand mind and body benefits of Zumba</p>	<p><u>Skills</u></p> <p>_Increase physical coordination</p> <p>Increase cardiorespiratory rate</p> <p>Positive attitude towards participation and learning Zumba routines</p> <p>Learn different types of Zumba: Salsa, Merengue, Cha-Cha, Bachata, Samba</p> <p><u>Vocabulary</u></p> <p>Zumba</p> <p>Routine</p> <p>Steps</p> <p>Isometric</p> <p>Dynamic Stretch</p> <p>Isotonic</p>	<p>Class discussion</p> <p>Modeling</p> <p>Demonstration</p> <p>Active participation</p>	<p>Websites</p> <p>Videos</p> <p>Instructor Books</p> <p>Documents</p>

Unit – Weight Training & HIIT (High Intensity Interval Training)

Time – Throughout Semester

Standards:

10.4.2 E – Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities

10.5.12 E – Evaluate movement forms for appropriate application of scientific and biomechanical principles: efficiency of movement, mechanical advantage, kinetic energy, potential energy, inertia and safety

Big Ideas:

- Weight training can change body composition
- Diet and exercise impact body composition
- Repetition and frequency dictate gains in muscle mass

Essential Question:

- What is body composition?
- How does weight training impact body composition?
- How often should weight training be done?
- How much should be lifted in weight training?

Competency	Skills/Vocabulary	Strategy	Resources
Demonstrate understanding of safe practices of weight training	<u>Skills</u> Learn how to use free weights, machines, and body weight for weight training	Class discussion Modeling Demonstration Active participation	Websites Videos Instructor Books Documents
List muscle groups and exercises that increase them	Proper body mechanics for		

<p>Determine type of contraction utilized in specific weight lifting exercises</p> <p>Actively participate and document weight lifting program</p> <p>Design weight training fitness plan for specific outcomes</p>	<p>safe lifting and reducing risk of injury</p> <p>Apply repetition, sets and frequency for best practice and outcomes</p> <p>Spotting for safety when working with a partner</p> <p>Apply principles of HIIT for increased muscle strength</p> <p><u>Vocabulary:</u> Muscular Endurance Muscle Fiber Muscle Gain Muscle Growth Circuit Training Body Weight Resistance Concentric Contraction Eccentric Contraction Flex Extend Abduction Adduction Frequency Intensity Repetition Sets HIIT</p>		
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Unit – Lifetime Activities

Time – 8 Weeks

Standards:

10.5.12 F – Analyze the application of game strategies for different categories of physical activities: individual, team, lifetime and outdoor

10.5.12 A – Apply knowledge of movement skills, skills-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation

Big Ideas:

- Lifetime activities can be done individually or with others
- Lifetime activities often require minimal equipment
- Lifetime activities with other people promote social well-being and increase self-esteem
- Lifetime activities increase physical health

Essential Questions:

- What type of activities are considered lifetime activities?
- How can I stay involved in lifetime activities?
- What are the physical benefits of lifetime activities?
- How can lifetime activities be applied activities of daily living?
- How can lifetime activities help in the classroom?

Competency	Skills/Vocabulary	Strategy	Resources
<p>Understand rules of play for different lifetime activities: badminton, golf, disc golf, tennis, ultimate frisbee</p> <p>Exhibit good sportsmanship when playing with others</p> <p>Show competency of skills needed to play</p> <p>Demonstrate team work</p> <p>Apply strategy</p>	<p>Skills</p> <p>Hand-eye coordination practice</p> <p>Hand-foot coordination practice</p> <p>Agility, balance and reaction time practice</p> <p>Application of game rules and</p> <p>Score keeping</p> <p>Volleying for exercise</p> <p>Offensive and defensive mental processing</p> <p>Vocabulary</p> <p>Golf</p> <p>Tennis</p> <p>Badminton</p> <p>Score</p> <p>Quarter</p> <p>Half</p> <p>Volley</p> <p>Round</p> <p>Match</p> <p>Inning</p> <p>Goal</p> <p>Ultimate Frisbee</p> <p>Pickleball</p> <p>Teamwork</p>	<p>Class discussion</p> <p>Modeling</p> <p>Demonstration</p> <p>Active participation</p>	<p>Websites</p> <p>Videos</p> <p>Instructor Books</p> <p>Documents</p>

	Sportsmanship Attitude		
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