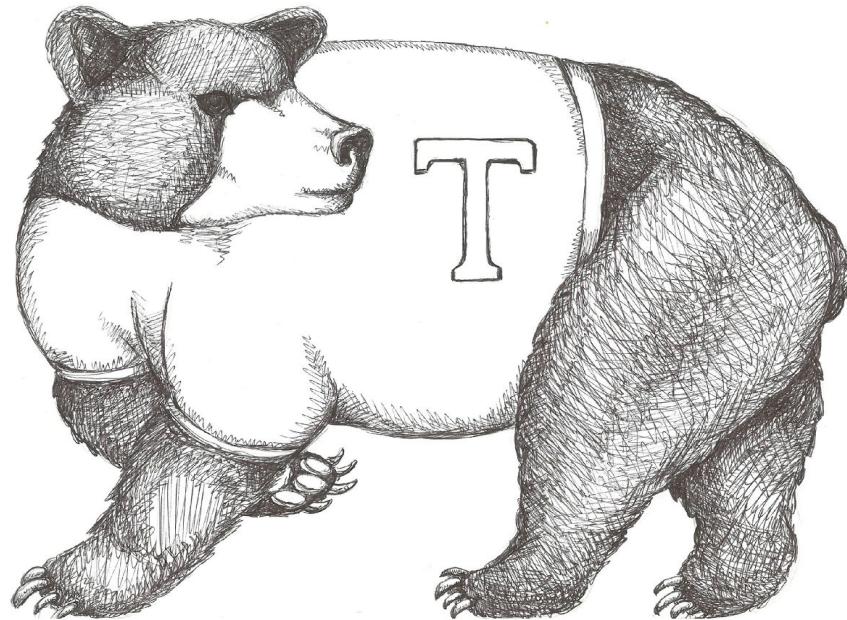


Thomaston Public Schools

**158 Main Street
Thomaston, Connecticut 06787
www.thomastonschools.org – 860-283-4796**



**High School Curriculum
Grade(s): 9-12**

*Learn to Live....Live to Learn
Exercise Science*

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Acknowledgements

Curriculum Writer(s):

Jennifer Ewart
Physical Education Teacher
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We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers.
Their contributions to this curriculum enrich the educational experiences of all Thomaston students.

Alisha DiCorpo
Alisha L. DiCorpo
Director of Curriculum, Instruction and Professional Development

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2015-2016

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Board of Education Mission Statement:

IN A PARTNERSHIP OF FAMILY, SCHOOL AND COMMUNITY, OUR MISSION IS TO EDUCATE, CHALLENGE AND INSPIRE EACH INDIVIDUAL TO EXCEL AND BECOME A CONTRIBUTING MEMBER OF SOCIETY.

Departmental Philosophy:

Physical Education and Health instruction “aspires to inspire” students to acquire the knowledge, skills, and attitudes necessary to answer the big question, “How do I live a healthy life?” Four overarching curricular outcomes articulated in the Healthy and Balanced Living Curriculum are “designed to equip students to live actively and fully in a state of personal, interpersonal and environmental well-being: Skills, Literacy, Concepts and Plans, and Advocacy. There are five philosophical principles that continually guide program development:

1. Students learn and perform best when they participate in meaningful ways to help design their own learning process.
2. Students retain new information best when it becomes contextualized through repeated encounters and applications across numerous learning disciplines.
3. Effective health and physical education is largely affective in nature; that is, purposely administered through fun, engaging and social activities designed to inspire students to continue participating as lifelong learners.
4. Learners require multiple options and distinctly different choices that align with their own physical abilities, degree of motivation, comfort levels and recreational preferences for lifelong participation.
5. Learners need relevant, timely and emotionally neutral feedback on performance indicators in order to experience improvement.

Course Description:

An introduction to fitness and movement concepts through participation in various activities including resistance training, dance, aerobics, and yoga. This course provides the opportunity to study the scientific principles of movement and exercise, benefits of engaging in physical activity, injury prevention strategies, and developing good nutritional habits towards living a long, safe, and healthful life.

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New Vocabulary

Acclimatization - the process of the body slowly adapting to a new temperature.

Adipose tissue - Fat tissue

Antioxidants - A special group of vitamins that help protect the body from cell damage.

Atrophy-The wasting away or decrease in size of a body part, particularly muscle.

Ballistic Stretching-stretching that involves bouncing or jerky movement that make use of the body's momentum.

Basal metabolism-the amount of energy required to maintain the body at rest.

Calisthenics-exercises in which body weight is used as the resistance.

Concentric contraction-the shortening of a muscle due to contraction; also called positive work.

Dynamic Stretching-stretching done in a continuous, slow, and controlled manner.

Eccentric contraction-isotonic contractions in which the muscle exerts force while the muscle lengthens; negative work.

Eustress-positive stress resulting from something good.

Fast-twitch fibers-white muscle fibers that contract quickly, allowing explosive muscular contractions.

Glycemic Index-classifies carbohydrates by how strongly and quickly they cause a person's blood glucose level to rise after digestion.

Hyperthermia-an increase in body temperature with a reduction of body fluids.

Hypothermia-an excessive decline in body temperature.

Isokinetic exercises-exercises done with special machines that allow for maximum resistance over the complete range of motion.

Isometric exercises-exercises in which one contracts muscles but does not move body parts.

Isotonic exercises-exercises in which a muscle lengthens and shortens through its full range of movement while lowering

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and raising a resistance.

Lactic acid-a waste product built up in the body as a result of severe muscular exercise.

Prioceptive neuromuscular facilitation (PNF)-stretching based on a contract-and-relax technique requiring the help of another person.

Resting metabolic rate (RMR)- calories expended while at rest

R.I.C.E-the letters stand for the first letters of words used in first aid for certain injuries: R=rest; I=ice; C=compression

E=elevation

Slow-twitch fibers-red muscle fibers that are slow to contract but have the ability to continue contracting for long periods of time.

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Content Standard One: Core Concepts Students will comprehend concepts related to health promotion and disease prevention to enhance health.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
H.1.1 Analyze how behaviors can affect health maintenance and disease prevention.	- Students analyze their current health behaviors.	-Supertracker. www.choosemyplate.org	Corbin, Charles B., Welk, Gregory J., Lindsey, Ruth, and Corbin, William R. Concepts of Fitness Active Lifestyles for Wellness 11th Edition. McGraw-Hill Higher Education
H.1.3. Evaluate the impact of personal health behaviors on the functioning of body systems.	- Students evaluate their cardiovascular/aerobic fitness level, flexibility level, and muscular fitness level.	-CT Physical Fitness Test Cardiovascular Test Flexibility Test Muscular Fitness Test	www.acsm.org http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320980 www.choosemyplate.gov
H.1.6. Use and evaluate appropriate strategies to promote well-being, delay onset and reduce risks of potential problems during adulthood.	- Students will calculate their energy balance and understand the effects of activity on the appetite.	-Health Labs. Calculating and evaluating energy in vs. energy out.	Mitchell, Debby Ph.D. Fitness Zone Heart Rate Activities. McGraw Hill Glencoe.

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Content Standard Two: Accessing Health Information and Resources Students will demonstrate the ability to access valid health information, products, and services.

Performance Standards	Sample Activities	Assessment Strategies	Resources
H.2.2. Demonstrate the ability to access and evaluate resources from home, school and community that provide valid health information and services for themselves and others.	<ul style="list-style-type: none">- Students will evaluate the current fitness trends and how it impacts or appeals to an individual's lifestyle.- Students will access information from the community in relation to personal fitness. What fitness or physical activity programs are provided in town?- Contact fitness or health professionals in the surrounding community. (Possible guest speaker(s)).	<ul style="list-style-type: none">-Debate current fitness trends. Debate Rubric.-Create a brochure about a fitness or physical activity program that is provided in town or in the community.-Interview a person in the fitness or health field in the surrounding community.	Corbin, Charles B., Welk, Gregory J., Lindsey, Ruth, and Corbin, William R. Concepts of Fitness Active Lifestyles for Wellness 11th Edition. McGraw-Hill Higher Education www.acsm.org Mitchell, Debby Ph.D. Fitness Zone Heart Rate Activities. McGraw Hill Glencoe. McGreevy Nichols, Susan., Scheff, Helene., Sprague, Marty Building More Dance Blueprints for Putting Movements Together Human Kinetics

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Content Standard Three: Self-Management of Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors to reduce and avoid and reduce health risks.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
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H.3.2. Analyze personal health status to determine needs H.3.5. Use and evaluate safety techniques to avoid and reduce injury and prevent disease.	<ul style="list-style-type: none">- Students will analyze their current health and physical activity status by performing the CT physical fitness test and determine what his or her health and physical activity needs are. -Students will learn and apply safety strategies to prevent injury during physical activity.<ul style="list-style-type: none">-Warm-up exercises. Static and Dynamic Stretches.-Cool-down exercises post work out. Static Stretches.-Target Heart Rate zone.-Proper hydration.-Exercise with a person or group.-Eating schedule.-Wear proper clothing and shoes for physical activity.	<ul style="list-style-type: none">-Pre-assessment Fitness Test-Analyze current nutrient intake using Supertracker.-Calculate their energy expenditure during physical activity.-Calculate heart rate during physical activity. -Video project preventing and reducing injuries in physical activity. Rubric.	<p>Corbin, Charles B., Welk, Gregory J., Lindsey, Ruth, and Corbin, William R. Concepts of Fitness Active Lifestyles for Wellness 11th Edition. McGraw-Hill Higher Education</p> <p>Hart, Aaron Mohr, Derek Rosengard, Paul, Townsend, J.Scott. SPARK Physical Education www.myplate.gov Mitchell, Debby Ph.D. Fitness Zone Heart Rate Activities. McGraw Hill Glencoe.</p> <p>http://www.heart.org/HEARTORG/GettingHealthy/PhysicalActivity/Walking/Preventing-Injury-During-Your-Workout_UCM_461780_Article.jsp</p> <p>http://www.nata.org/NATMequalsInjuryPrevention</p>
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Content Standard Four: Analyzing Internal and External Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
H.4.3. Evaluate how information from family, school, peers, media, culture and the community influence personal health.	<ul style="list-style-type: none">- Students will research current fitness trends in the media, culture, or family.- Students will present the current fitness trend through presentation and/or performance.- Students will access information from the community in relation to personal fitness. What fitness or physical activity programs are provided in town?	<p>Research worksheet.</p> <p>-Presentation Rubric.</p> <p>-Create a brochure about a fitness or physical activity program that is provided in town or in the community.</p>	www.acsm.org www.myplate.gov www.cdc.gov www.health.gov

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Content Standard Five: Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
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H.5.5. Demonstrate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.	<p>-Students will participate in groups or with a peer to achieve certain tasks in various activities. The following units or topics will require group work:</p> <ul style="list-style-type: none">-Muscular Fitness/Resistance Training-Yoga-Dance/Aerobics-Plyometrics <p>Students will use communication skills and demonstrate care, empathy, respect and responsibilities for others while working in groups.</p>	<p>-Group work rubric. Characteristics of group work skills that are assessed are compromise, contribution, attitude, and performance.</p> <p>-Communication self-assessment rubric. Students will assess their own communication skills when working in a group setting. Characteristics include assertive communication, active listening, empathy, and responsibility for others.</p>	<p>http://ths.tyngsboroughps.org/files/5CAi3/e5f21748d0f20ba73745a49013852ec4/CS2_Rubric.pdf</p> <p>http://ths.tyngsboroughps.org/files/5CAie/0d378d8486bd7e043745a49013852ec4/A3_Rubric.pdf</p>
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Content Standard Six: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
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H.6.1. Demonstrate various strategies when making decisions to enhance health.	-Students will analyze the decisions they make to enhance their health.	-Write reflections that are included in portfolio.	chrome-extension://bpmcpldpdmajfigpchkicefoigmkfalc/views/app.html http://www.beavercreek.k12.oh.us/ Page/10995
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Content Standard Seven: Goal-Setting Skills Students will use goal-setting skills to enhance health.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
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H.7.1. Demonstrate various strategies when making goal-setting decisions to enhance health.	<ul style="list-style-type: none">-Students will set personal fitness goals using the SMART goal-setting method. -Students will understand the role of motivation, feedback, and goal setting concerning adherence to physical activity.	<ul style="list-style-type: none">-SMART goal-setting worksheet. - Fitness Journal. Students will measure their performances towards achieving their goal and write reflections on their improvements, roadblocks, and/or achievements.	http://www.hr.virginia.edu/uploads/documents/media/Writing_SMART_Goals.pdf
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Content Standard Eight: Advocacy Students will demonstrate the ability to advocate for personal, family, and community health.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
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<p>H.8.4. Use the ability to influence and support others in making positive health choices.</p> <p>H.8.5. Demonstrate the ability to work cooperatively in larger, more diverse groups when advocating for healthy communities.</p>	<p>Students will participate in groups or with a peer to achieve certain tasks in various activities. The following units or topics will require group work:</p> <ul style="list-style-type: none">-Muscular Fitness/Resistance Training-Yoga-Dance/Aerobics-Plyometrics <p>-Students will complete a PSA commercial in groups for younger students in the community that promotes engaging in physical activity for 60 minutes per day. Students will demonstrate the activities performed in this class throughout the semester.</p>	<ul style="list-style-type: none">-Group work rubric.-PSA rubric.	<p>Corbin, Charles B., Welk, Gregory J., Lindsey, Ruth, and Corbin, William R. Concepts of Fitness Active Lifestyles for Wellness 11th Edition. McGraw-Hill Higher Education</p> <p>Mitchell, Debby Ph.D. Fitness Zone Heart Rate Activities. McGraw Hill Glencoe.</p> <p>www.yoga.com/poses</p> <p>Radcliffe, James C., Farentinos, Robert C., High-Powered Plyometrics-2nd Edition</p> <p>McGreevy-Nichols, Susan., Scheff, Helene., Sprague, Marty Building More Dance Moves Blueprints for Putting Movements Together Human Kinetics</p>
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Content Standard Nine: Motor Skill Performance Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
H.9.2. Demonstrate competence in applying basic locomotor, non-locomotor and manipulative skills in the execution of more complex skills.	-Students will participate in movement concept activities including yoga, aerobics, Zumba, plyometrics, agility activities. - Students will research and demonstrate yoga moves to enhance their individual flexibility needs.	-Movement skills rubric. -Performance rubric.	Corbin, Charles B., Welk, Gregory J., Lindsey, Ruth, and Corbin, William R. Concepts of Fitness Active Lifestyles for Wellness 11th Edition. McGraw-Hill Higher Education Mitchell, Debby Ph.D. Fitness Zone Heart Rate Activities. McGraw Hill Glencoe.
H.9.3. Use complex movements and patterns within a variety of dynamic environments.	-Students will demonstrate dance moves including but not limited to hip-hop, Zumba or salsa moves, break dancing.	-Movement skills rubric.	www.yoga.com/poses
H.9.4. Develop advanced skills in selected physical activities.	-Students will demonstrate skill-related components of fitness including agility, power, and balance while participating in resistance training, yoga, and dance.	-Participation observations from teacher and student.	Radcliffe, James C., Farentinos, Robert C., High-Powered Plyometrics-2nd Edition McGreevy-Nichols, Susan., Scheff, Helene., Sprague, Marty Building More Dance Moves Blueprints for Putting Movements Together Human Kinetics
H.9.5. Participate in a wide variety of activities, including dance, games, sports and lifetime physical activities.	-Students will create a personal fitness program including the components of fitness and activities of interest.	-Personal wellness program .	Hart, Aaron Mohr, Derek Rosengard, Paul, Townsend, J.Scott. SPARK Physical Education

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Content Standard Ten: Applying Concepts and Strategies Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Performance Standards	Sample Activities	Assessment Strategies	Resources
H.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances.	-Students will analyze their motor skills and concepts of movement through critiquing his/her own performances.	-Yoga Performance Peer Assessment.	Corbin, Charles B., Welk, Gregory J., Lindsey, Ruth, and Corbin, William R. Concepts of Fitness Active Lifestyles for Wellness 11th Edition. McGraw-Hill Higher Education
H.10.2. Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others.	<ul style="list-style-type: none"> -Dance routines, yoga poses, Zumba practices, resistance training moves and techniques with a partner. -Use of heart rate monitors to calculate target heart rate during physical activity. 	<ul style="list-style-type: none"> -Self, peer, teacher evaluations in resistance training, flexibility, dance, and aerobic fitness. <p>Technological Resources</p> <ul style="list-style-type: none"> -Pedometer/Step Counters -Heart Rate Monitors -Supertracker/Activity Tracker 	<p>Mitchell, Debby Ph.D. Fitness Zone Heart Rate Activities. McGraw Hill Glencoe.</p> <p>www.yoga.com/poses</p> <p>Radcliffe, James C., Farentinos, Robert C., High-Powered Plyometrics-2nd Edition</p> <p>McGreevy-Nichols, Susan., Scheff, Helene., Sprague, Marty Building More Dance Moves Blueprints for Putting Movements Together Human Kinetics</p> <p>Hart, Aaron Mohr, Derek Rosengard, Paul, Townsend, J.Scott. SPARK Physical Education.</p>

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Content Standard Eleven: Engaging in Physical Activity Students will participate regularly in physical activity.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
H.11.1. Regularly engage in moderate to vigorous physical activities of their choice on a regular basis.	Students will participate in various activities including resistance training, yoga, aerobics, pilates, zumba, dance, plyometrics, and aerobic exercises.	-Participation observation and evaluation from teacher and student. -Presentation rubric.	Corbin, Charles B., Welk, Gregory J., Lindsey, Ruth, and Corbin, William R. Concepts of Fitness Active Lifestyles for Wellness 11th Edition. McGraw-Hill Higher Education Mitchell, Debby Ph.D. Fitness Zone Heart Rate Activities. McGraw Hill Glencoe. www.yoga.com/poses
H.11.2. Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes.	-Students will create and demonstrate a variety of activities with their peers including a dance routine, yoga poses, and resistance training exercises. -Students will demonstrate various skills and moves to improve agility, strength, power, balance, and coordination.	-Fitness Journal.	Radcliffe, James C., Farentinos, Robert C., High-Powered Plyometrics-2nd Edition
H.11.4. Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level.	- Students will complete a fitness journal that includes goals and activities inside and outside of the classroom.		McGreevy-Nichols, Susan., Scheff, Helene., Sprague, Marty Building More Dance Moves Blueprints for Putting Movements Together Human Kinetics

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Content Standard Twelve: Physical Fitness Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
H.12.1. Assess and adjust activities to maintain or improve personal level of health-related fitness.	-Students will participate in a pre assessment fitness test. From the results, students will analyze their fitness level and make changes to their personal programs of physical activity. Students will participate in the same assessment at the end of the semester.	-CT Physical Fitness Test. -Personal Best Fitness Test.	Corbin, Charles B., Welk, Gregory J., Lindsey, Ruth, and Corbin, William R. Concepts of Fitness Active Lifestyles for Wellness 11th Edition. McGraw-Hill Higher Education
H.12.2. Use physiological data to adjust levels of exercise and nutrient intake to promote wellness.	-Students will use the CT Physical Fitness test, Cardiovascular test, Flexibility test, and Muscular Fitness test as data to adjust levels of exercise.	-CT Physical Fitness Test, Cardiovascular Test, Flexibility Test, Muscular Fitness Test	Mitchell, Debby Ph.D. Fitness Zone Heart Rate Activities. McGraw Hill Glencoe. www.yoga.com/poses
H.12.3. Use the results of fitness assessments to guide changes in her or his personal programs of physical activity.	-Students will design their own wellness program based on the fitness test data and evaluation of their nutrient intake.	-Students will design a personal wellness program.	Radcliffe, James C., Farentinos, Robert C., High-Powered Plyometrics-2nd Edition
H.12.4. Design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles.	-Students will use Supertracker to log their nutrient intake and analyze their nutritional value.	-Supertracker assignment.	McGreevy-Nichols, Susan., Scheff, Helene., Sprague, Marty Building More Dance Moves Blueprints for Putting Movements Together Human Kinetics www.myplate.gov http://www.sde.ct.gov/sde/cwp/vie_w.asp?a=2618&q=320980

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Content Standard Thirteen: Responsible Behavior Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
H.13.1. Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same. H.13.2. Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities.	-Students will exhibit responsible behavior towards themselves and others over the course of the semester. Students will apply safe practices and sportsmanship to others. -Students will participate in groups or with a peer to achieve certain tasks in various activities. The following units or topics will require group work: -Muscular Fitness/Resistance Training -Yoga -Dance/Aerobics -Plyometrics Students will have to demonstrate leadership and cooperation in order to achieve the task.	-Teacher observation and evaluation of student behaviors. -Self assess individual's behavior. -Group work rubric - peer assessment on responsible behavior, collaboration, compromise, and performance.	http://ths.tyngsboroughps.org/pages/Tyngsborough_High_School/Parents_Students/School_Wide_Rubrics_for_21st_C

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Content Standard Fourteen: Benefits of Physical Activity Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
H.14.1. Make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishment in daily living.	-Students will participate in a variety of activities including resistance training, aerobics, plyometrics, zumba, dance, yoga, and activities emphasizing the components of fitness.	-Participation observations from teacher and students.	Corbin, Charles B., Welk, Gregory J., Lindsey, Ruth, and Corbin, William R. Concepts of Fitness Active Lifestyles for Wellness 11th Edition. McGraw-Hill Higher Education
H.14.2. Use physical activity as a means of creative expressions.	-Students will create their own dance routines.	-Dance routines performance assessment.	Mitchell, Debby Ph.D. Fitness Zone Heart Rate Activities. McGraw Hill Glencoe.
H.14.3. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships.	-Students will work in groups in a variety of activities including dance routines, peer evaluations in resistance training, partner work in Zumba, Pilates.	-Peer evaluation in resistance training.	www.yoga.com/poses Radcliffe, James C., Farentinos, Robert C., High-Powered Plyometrics-2nd Edition
H.14.4. Seek personally challenging experiences through physical activity as a means to personal growth.	-Students will create their own personal wellness programs that meet their individual fitness and nutritional needs.	-Personal wellness program.	McGreevy-Nichols, Susan., Scheff, Helene., Sprague, Marty Building More Dance Moves Blueprints for Putting Movements Together Human Kinetics
H.14.6. Experiment with new physical activities as part of a personal improvement plan.	-Students will research and demonstrate new physical activities to the class as a way to introduce new fitness concepts and new activities of interest.	-Presentation of current fitness trends.	www.myplate.gov http://www.sde.ct.gov/sde/cwp/vie_w.asp?a=2618&q=320980

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Pacing Guide
Semester Course-20 weeks

Unit One: Analyzing/Evaluating Fitness Level (One week)

Unit Two: Injury Prevention (Two weeks)

Unit Three: Group Fitness (Three weeks)

Unit Four: Flexibility (Two weeks)

Unit Five: Nutrition (Two weeks)

Unit Six: Analyzing/Evaluating Fitness Level (One week)

Unit Seven: Strength Training (Three weeks)

Unit Eight: Psychology of Activity/Mental Health (Two weeks)

Unit Nine: Dance and Movement Concepts (Three weeks)

Unit Ten: Analyzing/Evaluating Fitness Level (One week)

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OVERVIEW OF UNITS

Unit One: Analyzing/Evaluating Fitness Level - Students will perform specific exercises to evaluate their current fitness levels and create a goal to improve or enhance their fitness needs. Students will use this information throughout the semester to help improve their personal fitness needs.

Unit Two: Injury Prevention - Students will learn various strategies to prevent injuries prior to and during physical activities.

Unit Three: Group Fitness - Provides opportunities for students to explore a variety of group fitness options in an enjoyable atmosphere focused on personal preference and improvement.

Unit Four: Flexibility- The Health-Related Component of Fitness that is least worked on. This unit focuses on the individual's current flexibility level and students demonstrate various activities to help improve their personal flexibility.

Unit Five: Nutrition - Proper nutrition and physical activity go hand in hand for a healthier lifestyle and longevity. Students will evaluate their current nutritional input and what his/her nutrient needs are especially involving a physically active lifestyle.

Unit Six: Analyzing/Evaluating Fitness Level - Students will perform specific exercises to evaluate their current fitness levels.

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OVERVIEW OF UNITS

Unit Seven: Strength Training - Students develop and display safe strength training techniques in an enjoyable atmosphere focused on personal focused on personal improvement.

Unit Eight: Psychology of Activity/Mental Health - Students will be able to understand how activity reduces anxiety and depression, observe the positive effects of activity upon mental health, and demonstrate motivation strategies to self and others.

Unit Nine: Dance and Movement Concepts - Students refine their rhythm and timing, display creative expression, and develop fitness.

Unit Ten: Analyzing/Evaluating Fitness Level - Students participate in fitness testing for the last time to analyze their fitness level and evaluate if fitness goals were met.

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Essential Questions and Big Ideas

Essential Questions	Big Ideas
What do I need to know to stay healthy?	Students will comprehend concepts related to health-promotion and disease prevention to enhance health.
How and where do I find information and resources?	Students will demonstrate the ability to access valid health information and products and services to enhance health.
What can I do to avoid or reduce health risks?	Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.
What influences my healthy behaviors and decisions?	Students will analyze the influence of family, peers, culture, media, technology and other factors on health.
How can communication enhance my personal health?	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
How do I make good decisions to keep myself healthy?	Students will demonstrate the ability to use decision-making skills to enhance health.
How do I use the goal-setting process to improve my health?	Students will use goal-setting skills to enhance health.
What can I do to promote accurate health information and healthy behaviors?	Students will demonstrate the ability to advocate for personal, family, and community health.
What different ways can the body move given a specific purpose?	Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
How can I move effectively and efficiently?	Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

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What can I do to be physically active, and why is it important?	Students will participate regularly in physical activity.
Why is it important to be physically fit and how can I stay fit?	Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness.
How do I interact with others during physical activity?	Students will exhibit responsible, personal, and social behavior that respects self and others in physical activity settings.
How will physical activity help me now and in the future?	Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

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Skills Objectives

Standard One

Students will comprehend concepts related to health-promotion and disease prevention to enhance health.

Students will analyze and evaluate their own personal fitness level by participating in pre-assessment fitness tests.

Students will analyze and evaluate their own nutritional needs and values by evaluating nutrient intake.

Students will comprehend how systematic exercise stimulates physiological changes in the body.

Students will comprehend the negative consequences of a sedentary lifestyle.

Students will calculate their energy balance and understand the effects of activity on the appetite.

Standard Two

Students will demonstrate the ability to access valid health information and products and services to enhance health.

Students will research current health and fitness trends and how they have an impact on themselves and society.

Students will interview a professional in the health and wellness field and retain information that benefits the community and individuals.

Students will research exercises and movement concepts that meet the needs and interest of the individual.

Standard Three

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

Students will analyze their current health and physical activity status and determine what his or her health and physical activity needs are.

Students will apply safety strategies to prevent injury during physical activity.

Standard Four

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

Students will access information from the community in relation to personal fitness. What fitness or physical activity programs are provided in town?

Standard Five

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students will work collaboratively and cooperatively to create a dance routine.

Standard Six

Students will demonstrate the ability to use decision-making skills to enhance health.

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Standard Seven

Students will use goal-setting skills to enhance health.

Students will create a wellness goal using the SMART goal-setting method.

Standard Eight

Students will demonstrate the ability to advocate for personal, family, and community health.

Students will make plans and take actions that lead to healthy and balanced living for themselves and the world around them.

Students will create a wellness program to meet their fitness and nutritional needs and apply it in their daily lives now and in the future.

Students will work collaboratively to influence others fitness needs and interests.

Standard Nine

Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students will demonstrate yoga poses and present them to the class.

Students will demonstrate dance moves in various dance styles.

Students will demonstrate movement patterns and calculate rhythmic patterns in dance styles.

Students will demonstrate plyometric exercises to enhance power.

Students will demonstrate various moves through watching Zumba videos.

Standard Ten

Students will demonstrate understanding of movement concepts, principles, and strategies as they apply to the learning and performance of physical activity.

Students will present a dance routine that incorporates dance styles, rhythmic patterns, and group participation.

Students will demonstrate various resistance training exercises that improve muscular fitness.

Standard Eleven

Students will participate in regular physical activity.

Students will record their physical activities, measure progress, and make adjustments when necessary.

Standard Twelve

Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness.

Students will create a wellness program that will meet the needs of their physical activity and nutritional needs.

Students will calculate their target heart rate during cardiovascular fitness.

Exercise Science

Students will calculate their VO₂ max during cardiovascular fitness.

Students will incorporate flexibility exercises into their daily physical activity routine due to the importance of injury prevention and ability to perform exercises.

Standard Thirteen

Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students will evaluate their own responsible behavior through the completion of a rubric.

Students will evaluate their group members responsible behavior through the completion of a rubric.

Standard Fourteen

Students will choose physical activity for health, enjoyment, challenge, self-expression, and/or social interaction to sustain a physically active lifestyle.

Students will create a wellness program to meet the fitness and nutritional needs of the individual.

Students will research various exercises that meet the needs of the individual and will pursue to demonstrate the exercise in the future.

Exercise Science

Assessments

Below are examples of the following criteria:

- Performance task(s) with common vertically aligned rubrics.
- Three representative sample CFAs.
- Three representative model lessons for Dance and Yoga.
- Resources for differentiation (“Game Reset or “F.I.T.T Reset” Sections).

Exercise Science

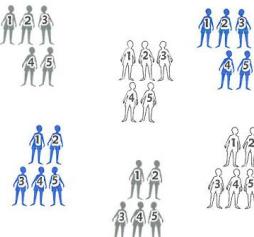
**SPARK™
ACTIVITY**

DANCE PERSONAL BEST



Prep

- Music and Player (a Hip Hop track on SPARK HS Music CD)
- Hip Hop Personal Best Jigsaw Cards
- 1 Dance Personal Best Assessment per student
- Hip Hop Video Demo (SPARKfamily.org)



Set

- Begin with ASAP: Square Moves.
- Form groups of 5 students to use for Jigsaw.

Teach

- Today is a Personal Best day. The object is to evaluate your current skill level and set personal goals for Dance. We'll do this by learning and teaching basic Hip Hop moves with a Learning Jigsaw. (*Distribute Dance Personal Best Assessment. Use students' personal best data to form teams in future lessons.*)
- Jigsaw Description**
 - Today you'll use the Jigsaw method for learning basic Hip Hop moves. Each of you will join 1 of 5 separate learning groups. Decide which learning group each of you will join.
 - Join your selected learning group at the corresponding station. Use the *Hip Hop Personal Best Jigsaw Card* to learn the moves described.
 - After learning the information, rejoin your team to jigsaw teach your moves.
- On the signal, go to your station, and begin. (*Allow adequate learning time.*)
- On the signal, return to your original group. Take turns teaching your moves.
- Record assessment data, then set a goal for each skill component.
- Cues**
 - "Focus" – Use time wisely, your team is counting on you to learn and teach them.
 - "Ask 3 B4 Me" – Don't ask the teacher first. Rely on the group for help.
 - "Note It" – Jigsaw cards help you remember important information when teaching.
- Think About...**
 - What types of Hip Hop dancing have you seen?
 - The Hip Hop moves that we learned today are appropriate for school. Why is it important to demonstrate appropriate behaviors?

DANCE

3

DANCE PERSONAL BEST



GAME RESET

Rewind

Limit the amount of information (moves) that students are required to learn at each station or provide multiple days to learn and teach the information.

HOME INTEGRATION

Create a dance time capsule at home with a couple of friends and a video camera. Develop a dance routine over the next 3 weeks. When it's perfected, have someone video the action. Now, save that video somewhere safe and play it again in 10 years. *Warning: hairstyles and clothing choices may cause hysterical laughter.*

FFwd 1

Increase the number of moves by adding more Hip Hop moves. You can use the *Hip Hop Content Cards* to do this.

FFwd 2

Have each learning group come up with a new sequence that can be used when jigsaw teaching the original group.

STANDARDS ADDRESSED

NASPE

- #1, 2 Rhythm and dance skills
- #3, 4 Aerobic capacity
- #5, 6 Cooperation, accepting challenges

Your State (Write in here)

TEACHING TIPS

- Monitor team interactions to ensure cooperation.
- Repeat this lesson again at the end of the unit to determine student achievement and improvement.

NOTES

4

Page 32 of 42

Exercise Science

Hip Hop Personal Best Jigsaw Card



(Card 1 of 5)

- Learn the following moves and be prepared to teach your group.

Moves	Counts
Bow and Arrow	
Squat low with arms down	1
Swing arms to the R with R arm straight and L arm bent and then pop shoulders with straight legs	2
Squat low and swing arms back down	3
Swing arms to the L with L arm straight and R arm bent and then pop shoulders with straight legs	4
<i>Cues:</i> Arms in low goal posts; pop shoulders	
Hammer	
Sweep L arm across body while shifting weight onto R foot	1
Hammer R hand with arm bent 90° and do a small cinnamon roll away from you while lifting L leg turned out to 90°	2
Sweep R arm across body while shifting weight onto L foot	3
Hammer L hand with arm bent 90° and do a small cinnamon roll away from you while lifting R leg turned out to 90°	4
<i>Cues:</i> Hammer hand on 2 and 4; hands in fists.	

Hip Hop Personal Best Jigsaw Card



(Card 2 of 5)

- Learn the following moves and be prepared to teach your group.

Moves	Counts
Walk	
Small jump to the R diagonal onto the R heel and ball of L foot	1
Small jump to the L diagonal onto the L heel and ball of R foot	2
Small jump to the R diagonal onto the R heel and ball of L foot	3
Minor shift of weight toward the L before re-jumping to the R diagonal onto the R heel and ball of L foot	and 4
<i>Cues:</i> Draw an imaginary C with feet; stay on heel or ball of feet	
Push Comb	
Step out onto R foot into a squat and push flexed hands with bent arms in front of body	1
Shift weight onto R foot and tap L foot behind R while combing hands through hair	2
Step out onto L foot into a squat and push flexed hands with bent arms in front of body	3
Shift weight onto L foot and tap R foot behind L while combing hands through hair	4
<i>Cues:</i> Push; flex hands; comb hair	

Variation - Push Forward

- Move forward when you push on counts 1 and 3

Hip Hop Personal Best Jigsaw Card



(Card 3 of 5)

- Learn the following moves and be prepared to teach your group.

Moves	Counts
Triple Step-Kick	
Jump onto L foot and kick R foot to front	1
Jump onto R foot and kick L foot to front	and
Jump onto L foot and twist body to R side and kick R foot behind L	2
Jump onto R foot and kick L foot to front	and
Jump onto L foot and kick R foot to front	3
Jump onto R foot and twist body to L side and kick L foot behind R	and
Return to start	4
Cues: Kick R, L, twist kick R, kick L, R, twist kick L	
Kris-Cross	
Facing R diagonal jump and cross R foot over L	1
Jump and uncross feet wider than shoulder width with bent knees	2
Rock/sway upper body	and
Jump and face L diagonal and cross R foot over L	3
Jump and uncross feet wider than shoulder width with bent knees	4
Rock/sway upper body	and
Cues: Jump in (1 and 3), Jump out (2 and 4)	

Variations - Add Arms

- Add hand or arm movements to the triple step-kicks.
- Cross and uncross arms on kris-cross.

Exercise Science

Hip Hop Personal Best Jigsaw Card



(Card 4 of 5)

- Learn the following moves and be prepared to teach your group.

Moves	Counts
Harlem Shake	
Begin with arms in low goal post and shake from the shoulders	1
Shake shoulders and pop R shoulder in front with L shoulder slightly behind	2
Shake shoulders back to center	3
Shake shoulders and pop L shoulder in front with R shoulder slightly behind	4
Cues: Low goal post; pop shoulders, shake/shimmy shoulders	
Glide Push	
Plant R foot and glide L foot from middle to the side on the ball of the foot while pushing flexed hands away from body to the R side	1
Slide L foot back to center and plant it while gliding R foot away and pushing hands to L side	2
Slide R foot back to center and plant while gliding L foot away and pushing hands to R side	3
Body roll to the L beginning with head and ending with hip to the L	and 4
Cues: Glide on ball of foot; Body roll; flex hands toward body	

Variations

- Shake shoulders for a longer period in the center in Harlem Shake.
- Add hands on the body roll on glide push.

Exercise Science

**SPARK™
ACTIVITY**

HIP HOP JIGSAW



Prep

- Music and Player (a Hip Hop track on SPARK HS Music CD)
- 1 Hip Hop Fun-day-mental Jigsaw Card per student
- Hip Hop Video Demo (SPARKfamily.org)

Set

- Use Square Moves ASAP.
- Form groups of 4-6 students to use for Jigsaw.

Teach

- In Fun-day-mental Hip Hop you will learn and teach Hip Hop dance moves to your teammates. Each move is critical to success in the upcoming Create Your Own Routine session.
- Jigsaw Description**
 - Today you'll use the Jigsaw method for learning additional Hip Hop moves. One member of your team will be a "coach" and the remaining members will each join 1 of 5 separate learning groups.
 - Elect a "coach" who will be positioned at 1 of the learning stations, then decide which learning group each of you would like to join.
 - With coaches in position, join your selected learning group at the corresponding station. Use the Hip Hop Jigsaw Card to become the expert.
- Elect a coach and decide which learning group to join. (*Coaches meet to decide which station to "coach" while students within each team decide which learning group to join.*)
- On the signal, go to your station, and begin. (*Allow adequate learning time.*)
- On the signal, return to your original team. Take turns teaching your moves.
- Cues**
 - "Focus" – Use time wisely, your team is counting on you to learn and teach them.
 - "Ask 3 B4 Me" – Don't ask the teacher first. Rely on the group and coach for help.
 - "Note It" – Jigsaw cards help you remember important information when teaching.
- Think About...**
 - Which part of the Hip Hop Jigsaw was most challenging for you? Why?
 - What was your favorite Hip Hop move? Why?

DANCE

5

HIP HOP JIGSAW



GAME RESET

Rewind

Limit the amount of information (moves) that students are required to learn at each station or provide multiple days to learn and teach the information.

FFwd 1

Increase the number of learning stations by adding more Hip Hop moves. You can use the Hip Hop Content Cards to do this.

FFwd 2

Have each learning group come up with a new sequence that can be used when jigsaw teaching the original group.



STANDARDS ADDRESSED

NASPE

- #1, 2 Rhythm and dance skills
- #3, 4 Aerobic capacity
- #5, 6 Cooperation, accepting challenges

Your State (Write in here)

TEACHING TIPS

- Monitor team interactions to ensure cooperation as coaches are elected and decisions are made about learning groups.
- Uneven numbers? No worries! Use multiple coaches at a station or let students pair up to learn and teach.

NOTES

6

Exercise Science

SPARK ACTIVITY

CREATE YOUR OWN HIP HOP ROUTINE



Prep

- Music and Player (a Hip Hop track on SPARK HS Music CD)
- 1 Create Your Own Hip Hop Routine Task Card per team
- Hip Hop Dance Content Cards
- Hip Hop Video Demo (SPARKfamily.org)

Set

- Use previously learned Hip Hop routine as ASAP.
- Form dance teams of 4-5 or use pre-assigned teams.

Teach

- Today you will choreograph a Hip Hop routine in your groups. Choreographing involves creating and combining moves to make up an entire dance routine.
- You have X amount of time (*name a duration*) to create and practice your routine.
- The criteria for the finished dance are:
 - You must include at least 5 moves learned previously.
 - Use any moves you want. However, they must be safe and appropriate for school.
 - Your routine must be at least 32 counts and a maximum of 64 counts.
- (Allow each group space and plenty of time to complete the task.)
- Showtime**
 - (Allow groups to show and teach their dance to the class.)
 - (Choose or allow students to vote on a favorite routine. Invite that group to teach the rest of the class. Give the dance a name and use it as an ASAP throughout the year.)
- Cues**
 - "Cooperate" – Work well with group members. Allow everyone to contribute.
 - "80/20" – Moving at least 80% of the time. Talk/discuss only 20%?
 - "Beat It!" – Hear the beat to keep time with the rhythm of the music.
- Think About...**
 - Is your Hip Hop routine moderate or vigorous physical activity?
 - If it is more moderate, what can you do to make it more vigorous?

DANCE

7

CREATE A HIP HOP ROUTINE



GAME RESET

Rewind

Allow students to create routines that are less than 32 counts.

FFwd 1

Rev up the MVPA by providing tracks with a faster tempo.

FFwd 2

Allow 2 or more groups to combine their routines together. The combination should flow smoothly from one routine to the next.

GLOBAL/MULTICULTURAL INTEGRATION

From the South Bronx, New York all the way to Japan, Hip Hop music and dance influences entire cultures. In the early 1970s, Hip Hop was created by a DJ named Kool Herc. Ten years later Hiroshi Fujiwara returned to Japan after a trip to NYC, his luggage packed with Hip Hop records. Today, Hip Hop stands as one of the most viable mainstream music genres in Japan.

STANDARDS ADDRESSED

NASPE

#1, 2 Rhythm and dance skills
#3, 4 Aerobic capacity
#5, 6 Cooperation, accepting challenges

Your State (Write in here)

8

TEACHING TIPS

- Remember the 80-20 Rule. 80% "get it," 20% "don't." Start anyway to get students moving, then help those who need it.
- If students have a difficult time being creative, prompt them to combine the moves learned in the Hip-Hop Jigsaw, in any order they wish.

NOTES

Exercise Science

Dance Routine Rubric



Review rubric criteria with students before they create routines.

WOW!!
Fantastic! You looked like you could try out for a real competition! Your team's moves were all perfectly synchronized and performed. Your choreography and flair was creative and challenging. It was very obvious that you had spent your time wisely during practice!
NICE!
Very well done! Your team's moves were almost perfectly synchronized and performed. Your choreography and flair was creative. It was very obvious that you had spent your time wisely during practice!
NOT BAD!
Your team struggled a little throughout the performance, but it was obvious that you put some effort into your flair and choreography. Your team's moves were fairly well synchronized throughout the dance. Occasionally some of the team members had trouble performing the moves correctly and on beat.
REALLY??
Your team did not seem to have used time wisely during practice. Your flair or choreography was questionable, and it seemed as if you just had not put in the effort needed for success. Some, or all of the team members had trouble performing the moves correctly and on beat.



Yoga Content Card

"FUN" SALUTATION			
1 Mountain	2 Pencil	3 Paper Clip	4 L-Lunge
5 Chaturanga	6 Prone	7 Cobra	8 Downward Dog
9 R-Lunge	10 Paper Clip	11 Wood Chopper	12 Mountain

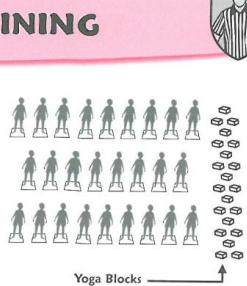
For additional poses, refer to back of Yoga Content Card →

COOL DOWN			
Namaste	Corpse	Baby	Pretzel Twists
Visualization	Easy (Breathing)	Hero (Breathing)	Lotus
Candle		Plough	

Exercise Science

SPARK™ ACTIVITY

YOGA BASIC TRAINING



Prep

- Music (SPARK HS Music CD) and player
- 1 yoga mat per student (or use large carpet squares)
- Yoga Content Cards
- 1 Basic Training Peer Checklist per student
- 1 Teacher SFI Tracking Sheet
- 1 foam yoga block per student (optional)

Set

- Use mirrored room if available.
- Scatter students throughout area, each with a mat.

Teach

- (This activity may take several lessons to complete.)
- It's believed that the practice of yoga began in India between 5000 and 1000 B.C. as a form of meditation. Today, many people participate in various forms of yoga to increase flexibility and strength while promoting relaxation.
- Fun Salutation**
 - Yoga can increase both strength and flexibility. Today, we'll do that using a series of poses that flow from one to another called a salutation or salute. Salutations are often repeated several times during a yoga routine. The salutation we'll use is called the *Fun Salutation* or a salute to fun.
 - (*Fun Salutation* flow is located on Yoga Content Cards. Demonstrate and describe 1 pose at a time in the order they are listed. Then, put multiple moves together in the sequence. Allow students time to practice and experiment with the poses and flow.)
 - (Continue as time permits. Review and cover remaining salutation poses each session.)
 - Mastering the *Fun Salutation* is 1 of 4 requirements for earning SPARK Fitness Instructor (SFI) Certification for Yoga.
- Additional Poses**
 - Practice poses in addition to those in the *Fun Salutation*. (Add new poses as students master the *Fun Salutation*.)
- Cues**
 - "Breathe Deep" – Long, deep breaths help you relax, reduce stress, and focus.
 - "Stay Balanced" – Keep the body and mind balanced during poses.
 - "Stretch & Inhale" – Inhale slowly through the nostrils as you stretch or extend.
 - "Fold & Exhale" – Exhale slowly through the nostrils as you contract or fold.
- Think About...**
 - Do you feel more relaxed after completing the *Fun Salutation*? Why/why not?

GROUP FITNESS

STANDARDS ADDRESSED

NASPE

#3, 4 Flexibility, muscular fitness
#5, 6 Personal responsibility, accepting challenges

Your State (Write in here)

TEACHING TIPS

- Encourage students to give yoga a chance to help them improve strength and flexibility.
- Allow students to use yoga props (blocks, towels, pillows, etc.) to increase success and motivation.
- Pay attention to head and neck placement. The head is treated as an extension of the spine.

NOTES

YOGA BASIC TRAINING

E.I.T. RESET

Rewind

Use fewer, simpler poses, reduce the amount of time that a pose is held, or use the yoga props (blocks, towels, pillows, etc.) while students develop strength and flexibility.

FFwd 1

Increase the number of poses used in a single workout, challenging students to hold the poses for longer periods of time.

FFwd 2

Play "follow the Yogi" having one student-leader performing poses while others follow the poses of the leader.

STANDARDS ADDRESSED

NASPE

#3, 4 Flexibility, muscular fitness
#5, 6 Personal responsibility, accepting challenges

Your State (Write in here)

TEACHING TIPS

- Encourage students to give yoga a chance to help them improve strength and flexibility.
- Allow students to use yoga props (blocks, towels, pillows, etc.) to increase success and motivation.
- Pay attention to head and neck placement. The head is treated as an extension of the spine.

NOTES

**SPARK™
ACTIVITY**

iYOGA



Prep

- Music (SPARK HS Music CD) and player
- 1 yoga mat per student (or use large carpet squares)
- 4-6 Yoga Content Cards
- 1 Create Your Own Yoga Salutation Card per student or team
- 1 foam yoga block per student (optional)

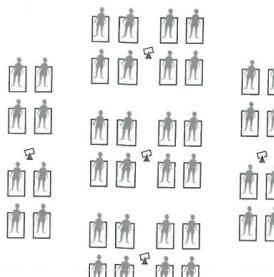
Set

- Use mirrored room if available.
- Scatter students throughout area, each with a mat.

Teach

- (This activity may take several lessons to complete.)
- You have learned a lot about yoga during this unit. Today you (or your team) will create a yoga salutation routine with the goal of improving strength and flexibility. Successfully creating a routine is the 2nd of 4 requirements for earning SFI Certification for Yoga. On _____ (due date) you will have a chance to lead a small group through your routine. Successfully leading a group through your routine is the 3rd requirement for earning SFI Certification for Yoga.
- Your routine must last for 6-10 minutes, and include 3 sections: warm-up, main, and cool down with a minimum of 7 different poses. (Provide content cards for reference.)
- Using the *Create Your Own Yoga Salutation Card*, work to fulfill the requirements. (Play music and allow time for creativity and practice.)
- After creating your routine, practice it until you have it memorized so you will be able to teach it well.
- Think About...**
 - How did you decide which poses to include?
 - Do the poses flow from one to another?
 - What will you do to be a good leader when teaching your routine?

GROUP FITNESS



= Cone with Yoga Content Card

5

Exercise Science

iYOGA



F.I.T. T. RESET

Rewind

Limit the number and types of poses from which students can select to create the routine.

FFwd 1

Have the students develop 2 salutation routines: a short (4-6 minutes) and long (14-20 minutes).

FFwd 2

After creating yoga routines, play *On-the-fly Yoga*. Number students 1 – X. Student 1 calls out a pose, then everyone performs the pose holding it for 30 sec. Student 2 calls a pose and the process repeats.

WELLNESS INTEGRATION

5,000 years of practice proves that yoga delivers important health benefits. For example, studies have shown regular yoga practice to improve flexibility, strength, and posture; decrease stress; improve concentration and mood; and decrease risk of heart disease.

STANDARDS ADDRESSED

NASPE

#3, 4 Flexibility, muscular fitness
#5, 6 Personal responsibility, accepting challenges, cooperation, creating a routine

Your State (Write in here)

TEACHING TIPS

- Place content cards so all students have access while creating their routines.
- Remind students that modifying the number and length of poses makes a salutation more or less challenging.
- Allow students to use yoga props (blocks, towels, pillows, etc.) to increase success and motivation.

NOTES

6

Exercise Science



Create Your Own Yoga Salutation



Refer to the Yoga Content Card to create a personalized yoga salutation. Your salutation may not exceed 10 minutes.

After creating your salutation, name it, practice it and refine it. Be prepared to teach your salutation.

Cues		Salutation Criteria			
<ul style="list-style-type: none"> • Breathe deep • Stay balanced • Stretch=inhale; Fold=exhale 			Warm-up	Main	Cool down
		# of poses to include:	2-5	4-8	1-4
		Time to hold each pose:	30-60 sec.	60-75 sec.	60 sec.
Salutation Name:		Warm-up:	Begin with low intensity poses to prepare the mind and body		
		Main:	Include more challenging poses to get a total body workout		
		Cool down:	Finish with relaxing poses to quiet mind and body		
1. Name of Pose Time:	2. Name of Pose Time:	3. Name of Pose Time:	4. Name of Pose Time:	5. Name of Pose Time:	6. Name of Pose Time:
7. Name of Pose Time:	8. Name of Pose Time:	9. Name of Pose Time:	10. Name of Pose Time:	11. Name of Pose Time:	12. Name of Pose Time:
13. Name of Pose Time:	14. Name of Pose Time:	15. Name of Pose Time:	16. Name of Pose Time:	17. Name of Pose Time:	18. Name of Pose Time:

Exercise Science

Name _____ Age _____ Period _____

Physical Fitness

You will be performing the four components of the CT Physical Fitness Test monthly to provide data and to observe your fitness level throughout the semester. The standards/scores for the exercises are provided on the back of the paper.

Health Related Component	Standard Score	Student Score Date		Student Score Date		Student Score Date		Met Standard
Aerobic Endurance Mile Run								
Flexibility Sit and Reach		Left	Right	Left	Right	Left	Right	
Upper Body Muscle Strength Push-Up								
Lower Body Muscle Strength Curl-Up								

Standard score = CT Physical Fitness Scores

Standards for Health-Related Fitness Zones

I = Needs Improvement Zone (does not meet health-related standard)

F = Health Fitness Zone (meets health-related standard)

H = High Fitness Performance Zone (exceeds health-related standard)

Age	20-minute PACER				15-Meter PACER				One-Mile Run/Walk				Stand & Reach				90° Push-Ups				
	Zone	I	F	H	Zone	I	F	H	Zone	I	F	H	Zone	I	F	H	Zone	I	F	H	
8	0-22*	23-61*	H	I	0-29*	36-90*	>80*	H	>2,300*	12,30-10,000*	<1,000*	H	<0.7	8	H	0-4	5-13	>13	0-5	6-20	H
9	0-22*	23-81*	H	I	0-29*	36-80*	>80*	H	>2,600*	12,00-9,500*	<9-30*	H	<0.7	8	H	0.5	6-15	>15	0-5	6-20	>20
10	0-22	23-81	H	I	0-29	36-80	>80	H	>2,130	11,50-9,000	<9-30	H	<0.7	8	H	0.6	7-20	>20	0-11	12-24	>24
11	0-22	23-72	H	I	0-29	36-94	>94	H	>1,600	11,00-8,500	<8-30	H	<0.7	8	H	0.7	8-20	>20	0-14	15-28	>28
12	0-31	32-72	H	I	0-21	42-64	>94	H	>1,300	10,50-8,000	<8-30	H	<0.9	8	H	0.9	10-20	>20	0-17	18-36	>36
13	0-40	41-83	H	I	0-18	54-108	>108	H	>1,000	10,00-7,500	<7-30	H	<0.7	8	H	0.11	12-25	>25	0-20	21-40	>40
14	0-40	41-83	H	I	0-18	54-108	>108	H	>800	9,50-7,000	<7-30	H	<0.7	8	H	0.13	14-30	>30	0-23	24-45	>45
15	0-50	51-94	H	I	0-16	67-123	>123	H	>600	9,00-6,500	<7-30	H	<0.7	8	H	0.15	16-35	>35	0-23	24-47	>47
16	0-60	61-106	H	I	0-16	70-123	>123	H	>500	8,50-6,000	<7-30	H	<0.7	8	H	0.17	18-35	>35	0-23	24-47	>47
17+	0-71	72-166	H	I	0-16	70-138	>138	H	>400	8,00-6,500	<7-30	H	<0.7	8	H	0.17	18-35	>35	0-23	24-47	>47
17+	0-71	72-166	H	I	0-16	70-138	>138	H	>300	8,50-7,000	<7-30	H	<0.7	8	H	0.17	18-35	>35	0-23	24-47	>47

Age	20-minute PACER				15-Meter PACER				One-Mile Run/Walk				Stand & Reach				90° Push-Ups				
	Zone	I	F	H	Zone	I	F	H	Zone	I	F	H	Zone	I	F	H	Zone	I	F	H	
8	0-22*	23-61*	H	I	0-29*	36-90*	>80*	H	>2,300*	12,30-10,000*	<1,000*	H	<0.8	9	H	0-4	5-13	>13	0-5	6-20	>20
9	0-22*	23-81*	H	I	0-29*	36-80*	>80*	H	>2,600*	12,00-9,500*	<9-30*	H	<0.8	9	H	0.5	6-15	>15	0-8	9-24	>24
10	0-22	23-81	H	I	0-29	36-80	>80	H	>2,130	11,50-9,000	<9-30	H	<0.7	8	H	0.6	7-20	>20	0-11	12-24	>24
11	0-22	23-72	H	I	0-29	36-94	>94	H	>1,600	11,00-8,500	<8-30	H	<0.7	8	H	0.7	8-20	>20	0-14	15-28	>28
12	0-31	32-72	H	I	0-21	42-64	>94	H	>1,300	10,50-8,000	<8-30	H	<0.9	8	H	0.9	10-20	>20	0-17	18-36	>36
13	0-40	41-83	H	I	0-18	54-108	>108	H	>1,000	10,00-7,500	<7-30	H	<0.7	8	H	0.11	12-25	>25	0-20	21-40	>40
14	0-50	51-94	H	I	0-16	67-123	>123	H	>800	9,50-7,000	<7-30	H	<0.7	8	H	0.13	14-30	>30	0-23	24-45	>45
15	0-60	61-106	H	I	0-16	70-123	>123	H	>500	8,00-6,500	<7-30	H	<0.7	8	H	0.15	16-35	>35	0-23	24-47	>47
16	0-71	72-166	H	I	0-16	70-138	>138	H	>300	8,50-7,000	<7-30	H	<0.7	8	H	0.17	18-35	>35	0-23	24-47	>47
17+	0-71	72-166	H	I	0-16	70-138	>138	H	>200	8,00-6,500	<7-30	H	<0.7	8	H	0.17	18-35	>35	0-23	24-47	>47
17+	0-71	72-166	H	I	0-16	70-138	>138	H	>100	10,00-8,500	<7-30	H	<0.7	8	H	0.17	18-35	>35	0-23	24-47	>47

*Indicates experimental performance standard, based on expert opinion

6/11/09

Exercise Science

SPARK™ ACTIVITY

FITNESS PERSONAL BEST

Prep

Prep

- 4 cones (1 each for 4 stations)
- 1 exercise mat per 2-3 students
- 1 - 4½ in. curl-up strip per 2-3 students
- 1+ sit and reach box(s)
- 4+ cones (for PACER lanes or Running Loop)
- 1 stopwatch per 2-3 students
- 4 Fitness Personal Best Content Cards: Curl-up, Push-up, Sit and Reach, PACER or 12-Minute run
- 1 Fitness Personal Best Assessment per student
- 4 shoulder folders (optional)

Set

- Form groups of 2-3.
- Create 4 assessment stations with a cone at each. Place *Fitness Personal Best Day Content Cards* in Shoulder Folders. Number Stations: 1=Curl-up; 2=Push-up; 3=Sit and Reach; 4=PACER or 12-Minute Run.

Teach

1. Today is a *Fitness Personal Best*. The object is to evaluate your current fitness level and set personal goals for maintaining or improving your fitness level. (*Distribute Fitness Personal Best Assessment. Use personal best data to form learning teams for the remainder of the unit.*)
2. On signal, form groups of 2-3, go to a station, then complete the assigned task (see *Fitness Personal Best Day Assessment*). *Content Cards* are located at each station and provide information about how to do each task. Record your score, then set a goal. You're allowed 1 practice trial (except for PACER or 12-Minute Run) before performing for a score. After your group completes a station, move to an open station together. Don't interfere with other groups while moving station to station.
3. (*Describe each fitness task with willing students demonstrating, "Show & Tell."*)
4. **Cues**
 - "Be honest" – Scores need to be accurate so you can set meaningful goals.
 - "Be careful" – Watch for others and keep the space safe.
 - "Be encouraging" – Do your best and support others as they do the same.
 - "Be helpful" – Help your group-mates by keeping scores or time.
5. **Think About...**
 - What makes a goal meaningful? Why?
 - What can you do to achieve your goals?

GROUP FITNESS

F.I.T. T. RESET

Rewind

Allow students to complete each station 2X for an official score. Take the best score.

FFwd 1

Increase the number of assessment stations and/or the type of information collected (e.g., add skill-related fitness assessment stations – speed, agility, and reaction time).

FFwd 2

Create multiple stations for assessing aerobic fitness (e.g., walk test, 1 mile run, etc.) and allow students to choose which one to complete.

STANDARDS ADDRESSED

NASPE

#3, 4 Aerobic capacity, flexibility, muscular fitness
#5, 6 Personal responsibility, accepting challenges

Your State (Write in here)

TEACHING TIPS

- Reduce waiting time by setting up each station to accommodate multiple groups.
- Repeat this lesson again at the end of the unit to determine student achievement and improvement.

NOTES
