

## Physical Education v2.0

### Course Map

#### Unit 1: Getting Active

**Course Level Objective(s):**

By the end of this course, you'll be able to do the following:

- Evaluate and implement strategies to prevent injuries during regular exercise.
- Analyze different types of physical activity in terms of their contribution to fitness.

**Unit 1:**

In this unit, you will:

- Identify the benefits of physical fitness and leading an active lifestyle.
- Examine the types of injuries associated with regular exercise and how to prevent them.
- List the rules of basic game play and name the health benefits derived from participation in sports.
- Analyze types of physical activity in terms of their contribution to fitness, health, and wellness.

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment																																																																																																																																																								
Introduction to Physical Education	In this lesson, you will identify the benefits of physical fitness and leading an active lifestyle.	<ul style="list-style-type: none"> <li>Introduction to Physical Education:               <ul style="list-style-type: none"> <li>Discussion</li> <li>Tutorial</li> <li>Unit</li> </ul> </li> <li>Activity: Getting Active</li> </ul>	<ul style="list-style-type: none"> <li>Calculator</li> <li>Dictionary</li> <li>Highlighter</li> <li>Click to Speak</li> <li>Translate</li> <li>Discussion Board</li> <li>Slide Narration</li> <li>Glossary</li> </ul>	<ul style="list-style-type: none"> <li>Read the instructions for this self-checked activity. Type in your response to each question, and check your answers. At the end of the activity, write a brief evaluation of your work.</li> </ul> <table border="1"> <thead> <tr> <th></th> <th>Mon.</th> <th>Tues.</th> <th>Wed.</th> <th>Thurs.</th> <th>Fri.</th> <th>Sat.</th> <th>Sun.</th> </tr> </thead> <tbody> <tr> <td>5 a.m.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6 a.m.</td> <td>asleep</td> <td>asleep</td> <td>asleep</td> <td>asleep</td> <td>asleep</td> <td></td> <td></td> </tr> <tr> <td>7 a.m.</td> <td>wake up</td> <td>wake up</td> <td>wake up</td> <td>wake up</td> <td>wake up</td> <td>asleep</td> <td>asleep</td> </tr> <tr> <td>8 a.m.</td> <td>breakfast</td> <td>breakfast</td> <td>breakfast</td> <td>breakfast</td> <td>breakfast</td> <td>wake up</td> <td>wake up</td> </tr> <tr> <td>9 a.m.</td> <td>school</td> <td>school</td> <td>school</td> <td>school</td> <td>school</td> <td>breakfast</td> <td>breakfast</td> </tr> <tr> <td>10 a.m.</td> <td>school</td> <td>school</td> <td>school</td> <td>school</td> <td>school</td> <td>piano lesson</td> <td>homework</td> </tr> <tr> <td>11 a.m.</td> <td>school</td> <td>school</td> <td>school</td> <td>school</td> <td>school</td> <td>computer games</td> <td>homework</td> </tr> <tr> <td>noon</td> <td>lunch</td> <td>lunch</td> <td>lunch</td> <td>lunch</td> <td>lunch</td> <td>lunch</td> <td>lunch</td> </tr> <tr> <td>1 p.m.</td> <td>school</td> <td>school</td> <td>school</td> <td>school</td> <td>school</td> <td>hang with friends</td> <td>homework</td> </tr> <tr> <td>2 p.m.</td> <td>school</td> <td>school</td> <td>school</td> <td>school</td> <td>school</td> <td>hang with friends</td> <td>computer games</td> </tr> <tr> <td>3 p.m.</td> <td>school</td> <td>school</td> <td>school</td> <td>school</td> <td>school</td> <td>hang with friends</td> <td>computer games</td> </tr> <tr> <td>4 p.m.</td> <td>watch TV</td> <td>watch TV</td> <td>watch TV</td> <td>watch TV</td> <td>watch TV</td> <td>baseball</td> <td>help Dad</td> </tr> <tr> <td>5 p.m.</td> <td>homework</td> <td>homework</td> <td>homework</td> <td>homework</td> <td>homework</td> <td>dinner</td> <td>help Dad</td> </tr> <tr> <td>6 p.m.</td> <td>homework</td> <td>homework</td> <td>homework</td> <td>homework</td> <td>homework</td> <td>house chores</td> <td>dinner</td> </tr> <tr> <td>7 p.m.</td> <td>dinner</td> <td>dinner</td> <td>dinner</td> <td>dinner</td> <td>dinner</td> <td>watch TV</td> <td>watch TV</td> </tr> <tr> <td>8 p.m.</td> <td>read</td> <td>read</td> <td>read</td> <td>read</td> <td>read</td> <td>watch TV</td> <td>watch TV</td> </tr> <tr> <td>9 p.m.</td> <td>go to bed</td> <td>go to bed</td> <td>go to bed</td> <td>go to bed</td> <td>go to bed</td> <td>watch TV</td> <td>go to bed</td> </tr> <tr> <td>10 p.m.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>go to bed</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Are your planned exercise times for this week realistic? Why or why not?</li> </ul>		Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	5 a.m.								6 a.m.	asleep	asleep	asleep	asleep	asleep			7 a.m.	wake up	wake up	wake up	wake up	wake up	asleep	asleep	8 a.m.	breakfast	breakfast	breakfast	breakfast	breakfast	wake up	wake up	9 a.m.	school	school	school	school	school	breakfast	breakfast	10 a.m.	school	school	school	school	school	piano lesson	homework	11 a.m.	school	school	school	school	school	computer games	homework	noon	lunch	lunch	lunch	lunch	lunch	lunch	lunch	1 p.m.	school	school	school	school	school	hang with friends	homework	2 p.m.	school	school	school	school	school	hang with friends	computer games	3 p.m.	school	school	school	school	school	hang with friends	computer games	4 p.m.	watch TV	watch TV	watch TV	watch TV	watch TV	baseball	help Dad	5 p.m.	homework	homework	homework	homework	homework	dinner	help Dad	6 p.m.	homework	homework	homework	homework	homework	house chores	dinner	7 p.m.	dinner	dinner	dinner	dinner	dinner	watch TV	watch TV	8 p.m.	read	read	read	read	read	watch TV	watch TV	9 p.m.	go to bed	go to bed	go to bed	go to bed	go to bed	watch TV	go to bed	10 p.m.						go to bed		<ul style="list-style-type: none"> <li>Lesson Activities: Self-Evaluations</li> <li>Mastery Test</li> <li>Unit 1 Post Test</li> <li>Physical Education v2.0 End-of-Semester Test</li> </ul>
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				<ul style="list-style-type: none"> <li>▪ What are the potential obstacles preventing you from completing your exercises as scheduled? How can you overcome those obstacles?</li> <li>▪ What support system do you have in place to complete your scheduled exercises? How and why did you choose your system? If you do not have a support system, how can you implement one?</li> <li>▪ Describe three small changes that you can make to your current eating habits to support a healthier lifestyle. Be specific. Use the Internet if you need to do additional research.</li> <li>▪ <b>Following Your Exercise Schedule—Walking</b></li> <li>▪ Walking is a low-impact activity, one that places little strain on your joints and muscles. Take a walk during the time you set aside for exercise in the schedule you created earlier. Walk for an hour in your neighborhood or on a path. Try walking somewhere you enjoy or listening to music or an audio book while you move.</li> <li>▪ If you do not live in an area with access to safe outdoor walking areas, find a local community center or gym where you can use the facilities and make at least one visit there for exercise time. You can walk around the inside of a building that you know is safe, such as your school. If walking is not possible because of physical limitations, complete another type of physical movement for an hour.</li> <li>▪ Where did you walk? What did you find most enjoyable while walking: listening to music, listening</li> </ul>	

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				<p>to an audio book, or nothing? How did your body react to this introductory amount of exercise? Was it more exercise or less exercise than you are used to? If you did not walk, what other type of physical movement did you do?</p> <ul style="list-style-type: none"> <li>▪ How did the one-hour walk fit into your personal schedule? Did you feel rushed? Had you left yourself enough time before and after the walk to get refocused on school or work?</li> <li>▪ Looking ahead, do you think you'll have to change the personal exercise schedule that you drafted in the first activity? Why or why not?</li> <li>▪ <b>Keeping Workouts Interesting</b></li> <li>▪ Sometimes people get bored with the same exercise routine. Repetitive exercises can become uninteresting, which can tempt you to skip a workout. However, skipping just once can lead to continuously skipping your workout. Think about how you will combat boredom with a routine. Just because exercise fits into your schedule at a certain time each day does not mean you have to do the same exercise every day.</li> <li>▪ Use your scheduled exercise time to take a one-hour walk. But this time, change something about the walk to keep it interesting. Try a different route, walk on a treadmill while reading a magazine, or start a walking group.</li> <li>▪ In addition to walking, research a different activity that interests you. Be prepared to explain what the</li> </ul>	


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				<p>activity is, where it takes place, and why you find it interesting. There are many activities to choose from. Swimming laps and water aerobics are alternatives to walking and are low-impact activities for anyone with knee or joint problems. Some people join exercise classes, such as dance or yoga, once or twice a week. Try to choose an activity that is completely new to you. Then answer these questions.</p> <ul style="list-style-type: none"> <li>▪ How did you change your walking routine to make it more interesting? Explain.</li> <li>▪ Which alternate physical activity did you choose to research? Where does the activity take place? Why do you find it interesting?</li> <li>▪ <b>Trying a New Workout</b></li> <li>▪ Use your scheduled exercise time to exercise for one hour. Use this time to perform a physical activity of your choice. You might even join a class if you wish. Then answer these questions.</li> <li>▪ Which physical activity did you choose? Why did the activity appeal to you? What are some of the pros and cons of your choice?</li> <li>▪ How have your eating habits changed as your physical activity has increased? Are you choosing or preparing foods any differently?</li> <li>▪ What is your present attitude toward exercising? What concerns do you have about maintaining a scheduled time for exercise?</li> </ul>	

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				<p>evaluation of your work below. Note what you learned and what challenged you.</p>	
<p>Safety and Injury Prevention</p>	<p>In this lesson, you will examine the types of injuries associated with regular exercise and how to prevent them.</p>	<ul style="list-style-type: none"> <li>▪ Safety and Injury Prevention:               <ul style="list-style-type: none"> <li>○ Discussion</li> <li>○ Tutorial</li> <li>○ Unit</li> </ul> </li> <li>▪ Activity: Getting Active</li> </ul>	<ul style="list-style-type: none"> <li>▪ Calculator</li> <li>▪ Dictionary</li> <li>▪ Highlighter</li> <li>▪ Click to Speak</li> <li>▪ Translate</li> <li>▪ Discussion Board</li> <li>▪ Slide Narration</li> <li>▪ Glossary</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read the instructions for this self-checked activity. Type in your response to each question, and check your answers. At the end of the activity, write a brief evaluation of your work.</li> <li>▪ <b>Background</b></li> <li>▪ A warm-up is intended to prepare the mind and body for physical activity. You might participate in regularly scheduled activities such as sports or workout programs. If so, try to complete the warm-ups in this document before your sport or workout. Follow the protocol mentioned in the knowledge article for the warm-ups.</li> <li>▪ If you don't have an activity planned, you must still complete the warm-ups. Follow the warm-up with 30 minutes or more of walking or jogging, or choose a different physical activity that you enjoy.</li> <li>▪ <b>Soccer warm-up</b></li> <li>▪ Go to the Soccer warm-up section in the knowledge article. Do all the exercises in order, starting with footwork and ending with your scheduled activity. Read the directions and study the pictures of the exercises before you begin. Be sure to complete the recommended number of sets and repetitions for each exercise. Answer the questions below when</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lesson Activities: Self-Evaluations</li> <li>▪ Mastery Test</li> <li>▪ Unit 1 Post Test</li> <li>▪ Physical Education v2.0 End-of-Semester Test</li> </ul>

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				<p>you have finished your warm-up and scheduled activity.</p> <ul style="list-style-type: none"> <li>▪ Which parts of the warm-up did you find were easiest? Why?</li> <li>▪ Which parts of the warm-up did you find most difficult? Why?</li> <li>▪ Which parts of the warm-up could you see yourself including in a regular exercise routine? Explain.</li> <li>▪ During the warm-up and your scheduled physical activity, what was the weather like? Did the temperature or conditions affect how much water you drank? How?</li> <li>▪ <b>Football Warm-Up</b></li> <li>▪ Go to the Football Warm-Up section in the knowledge article. Do all the exercises in order, starting with breaking a sweat and ending with your scheduled activity. Read the directions and study the pictures of the exercises before you begin. Be sure to complete the recommended number of sets and repetitions for each exercise. Answer the questions below when you have finished your warm-up and scheduled activity.</li> <li>▪ Which parts of this warm-up did you find were easiest? Why?</li> <li>▪ Which parts of this warm-up did you find most difficult? Why?</li> <li>▪ Which parts of the warm-up could you see yourself including in a regular exercise routine? Explain.</li> </ul>	

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				<ul style="list-style-type: none"> <li>▪ Think about your experiences with the game of football. Which exercises in the warm-up are closely related to the action that happens on the field during a game? Explain.</li> <li>▪ <b>Basketball warm-up</b></li> <li>▪ Go to the Basketball warm-up section in the knowledge article. Do all the exercises in order, starting with jogging and ending with your scheduled activity. Read the directions and study the pictures of the exercises before you begin. Be sure to complete the recommended number of sets and repetitions for each exercise. Answer the questions below when you have finished your warm-up and scheduled activity.</li> <li>▪ Which types of basketball injuries do you believe the warm-up could prevent? Explain.</li> <li>▪ In what other sports might the basketball warm-up be effective? Why?</li> <li>▪ You've learned about some of the benefits of a warm-up. How might rushing into a sport like basketball without a warm-up affect you negatively? Explain.</li> <li>▪ How is a warm-up different from a cooldown? How are a warm-up and a cooldown similar?</li> <li>▪ <b>Runner's Warm-Up</b></li> <li>▪ Go to the Runner's Warm-Up section in the knowledge article. Do all the exercises in order, starting with lunges and ending with your scheduled activity. Read the directions and study the pictures</li> </ul>	

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				<p>of the exercises before you begin. Be sure to complete the recommended number of sets and repetitions for each exercise. Answer the questions below when you have finished your Warm-Up and scheduled activity.</p> <ul style="list-style-type: none"> <li>How are the exercises in the runner’s Warm-Up different from a targeted stretching exercise such as the hamstring stretch shown here?</li> </ul>  <ul style="list-style-type: none"> <li>In what other sports might the runner’s warm-up be effective? Why?</li> <li>What scheduled activity did you take part in after this warm-up? Was the warm-up effective in preparing you for that activity? Why or why not?</li> <li>How did you stay hydrated during your warm-up and scheduled activity? How often did you hydrate? If you had a choice between a sports beverage and water, which would you choose? Why?</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<div data-bbox="1102 328 1778 552" data-label="Form"> <p>Name of Exercise 1 <span style="float: right;">Targeted Sport or Physical Activity</span></p> <p>Number of sets or repetitions</p> <p>Image (optional) <input type="text"/> Directions (optional) <input type="text"/></p> <p>Name of Exercise 2 <span style="float: right;">Targeted Sport or Physical Activity</span></p> <p>Number of sets or repetitions</p> <p>Image (optional) <input type="text"/> Directions (optional) <input type="text"/></p> <p>Name of Exercise 3 <span style="float: right;">Targeted Sport or Physical Activity</span></p> <p>Number of sets or repetitions</p> <p>Image (optional) <input type="text"/> Directions (optional) <input type="text"/></p> <p>Name of Exercise 4 <span style="float: right;">Targeted Sport or Physical Activity</span></p> <p>Number of sets or repetitions</p> <p>Image (optional) <input type="text"/> Directions (optional) <input type="text"/></p> </div> <ul style="list-style-type: none"> <li>■ How did you do? Rate your work on a scale of 1 to 5, with 5 as the highest score. Then write a brief evaluation of your work below. Note what you learned and what challenged you.</li> </ul>	
Introduction to Sports	In this lesson, you will list the rules of basic game play and name the health benefits derived from participation in sports.	<ul style="list-style-type: none"> <li>■ Introduction to Sports:               <ul style="list-style-type: none"> <li>○ Discussion</li> <li>○ Tutorial</li> <li>○ Unit</li> </ul> </li> <li>■ Activity: Getting Active</li> </ul>	<ul style="list-style-type: none"> <li>■ Calculator</li> <li>■ Dictionary</li> <li>■ Highlighter</li> <li>■ Click to Speak</li> <li>■ Translate</li> <li>■ Discussion Board</li> <li>■ Slide Narration</li> <li>■ Glossary</li> </ul>	<ul style="list-style-type: none"> <li>■ Read the instructions for this self-checked activity. Type in your response to each question, and check your answers. At the end of the activity, write a brief evaluation of your work.</li> <li>■ I chose to do the boxing training activity because I don't know anything about the sport. I think it looks interesting. I hope to pick up some basic boxing skills, but I also see it as an opportunity to build muscle.</li> <li>■ What do you hope to learn from participating in the activity you selected?</li> <li>■ Do you foresee anything holding you back from completing this activity?</li> <li>■ Do you have any goals for completing this activity? If so, what are they? If not, try to think of at least one goal that you could try to achieve.</li> </ul>	<ul style="list-style-type: none"> <li>■ Lesson Activities: Self-Evaluations</li> <li>■ Mastery Test</li> <li>■ Unit 1 Post Test</li> <li>■ Physical Education v2.0 End-of-Semester Test</li> </ul>

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<ul style="list-style-type: none"> <li>■ Is there any aspect of this activity that concerns you? If so, what is it?</li> <li>■ <b>Boxing or Choose your Sport–Second Session</b></li> <li>■ Complete the circuit training program in the knowledge article. You will complete three full boxing circuits in this session. As an alternative to boxing, you can attend the second session of your sports program.</li> <li>■ Compare how you felt after the second workout with how you felt after the first workout. Were you more energized or tired? Did you experience any soreness or muscle pain?</li> <li>■ What was your favorite part of the workout and why?</li> <li>■ What was your least favorite part of the workout and why?</li> <li>■ You are learning specific sports skills during your workouts. Do you think these skills can transfer to other sports? If so, which sports? If not, why not?</li> <li>■ Did you warm up, cool down, and stretch before and after the workout? Why or why not?</li> <li>■ <b>Boxing or Choose Your Sport–Third Session</b></li> <li>■ Complete the circuit training program in the knowledge article. You will complete four full boxing circuits in this session. As an alternative to boxing, you can attend the third session of your sports program.</li> <li>■ Was this workout any easier than the workout in the second session? Why or why not?</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<ul style="list-style-type: none"> <li>▪ Compare how you felt after the third workout with how you felt after the second workout. Were you more energized or tired? Did you experience any soreness or muscle pain?</li> <li>▪ If you participated in the team sport or activity, were your teammates helpful and supportive? If you participated in the boxing circuit, have you established any kind of support system? If so, who is it?</li> <li>▪ How long did it take you to complete your third workout? Where did your workout take place?</li> <li>▪ If you performed this workout every day, do you believe it would improve your level of fitness? Could it impact your life in a positive way? Why or why not?</li> <li>▪ <b>Boxing or Choose Your Sport–Fourth Session</b></li> <li>▪ Complete the circuit training program in the knowledge article. You will complete five full boxing circuits in this session. As an alternative to boxing, you can attend the fourth session of your sports program.</li> <li>▪ People of all ages play sports. Think about the sport you just participated in. Who would you recommend this sport to? How old are they? Why might age be a consideration for this kind of sport?</li> <li>▪ What do you believe it takes to achieve in this sport? Explain. Consider using one or all of these ideas: physical fitness, mental fitness, strategy, and diet.</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment																																																																																																																										
				<ul style="list-style-type: none"> <li>Describe the offense and the defense in the sport that you chose. What tactics are used on offense or defense? What is the goal of each?</li> <li>What forms does sportsmanship take in the sport that you've chosen? Give one or more examples.</li> <li>Which sports are similar to the sport that you've chosen? How are the sports similar? How are they different?</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Shadowbox</th> <th colspan="7" style="text-align: right;">Boxing Circuit</th> </tr> <tr> <th>4 minutes</th> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th> </tr> </thead> <tbody> <tr> <td>jab</td> <td></td><td>jab</td><td>hook</td><td>uppercut</td><td>jab</td><td>jab</td><td>jab</td><td>cross</td> </tr> <tr> <td>9</td> <td></td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>cross</td> <td></td><td>uppercut</td><td>jab</td><td>jab</td><td>uppercut</td><td>jab</td><td>jab</td><td>hook</td> </tr> </tbody> </table>   <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Stationary Cycling</th> <th colspan="7" style="text-align: right;">Boxing Circuit</th> </tr> <tr> <th>3 minutes</th> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </thead> <tbody> <tr> <td>image (optional)</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>directions (optional)</td> </tr> </tbody> </table>   <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Bench Press</th> <th colspan="7" style="text-align: right;">Boxing Circuit</th> </tr> <tr> <th>30 reps</th> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </thead> <tbody> <tr> <td>image (optional)</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>directions (optional)</td> </tr> </tbody> </table>   <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Sit-Ups</th> <th colspan="7" style="text-align: right;">Boxing Circuit</th> </tr> <tr> <th>2 minutes</th> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </thead> <tbody> <tr> <td>image (optional)</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>directions (optional)</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> <li>If you participated in a sport of your choice, which sport did you like better? If you participated in boxing, which boxing circuit did you like better? Explain.</li> <li>Did changing the workout make your body feel any different? Explain.</li> </ul>	Shadowbox	Boxing Circuit							4 minutes	1	2	3	4	5	6	7	8	jab		jab	hook	uppercut	jab	jab	jab	cross	9		10	11	12	13	14	15	16	cross		uppercut	jab	jab	uppercut	jab	jab	hook	Stationary Cycling	Boxing Circuit							3 minutes									image (optional)								directions (optional)	Bench Press	Boxing Circuit							30 reps									image (optional)								directions (optional)	Sit-Ups	Boxing Circuit							2 minutes									image (optional)								directions (optional)	
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Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<ul style="list-style-type: none"> <li>▪ Are you going to continue with your sport of choice or with boxing training once this activity is complete? Why or why not?</li> <li>▪ Would you recommend this sport to others? Why or why not?</li> <li>▪ Did you learn any lessons from your sport that you can apply to your real life? Explain.</li> <li>▪ How did you do? Rate your work on a scale of 1 to 5, with 5 as the highest score. Then write a brief evaluation of your work below. Note what you learned and what challenged you.</li> </ul>	
Basics of Physical Activity and Exercise	In this lesson, you will analyze types of physical activity in terms of their contribution to fitness, health, and wellness.	<ul style="list-style-type: none"> <li>▪ Basics of Physical Activity and Exercise:               <ul style="list-style-type: none"> <li>○ Discussion</li> <li>○ Tutorial</li> <li>○ Unit</li> </ul> </li> <li>▪ Activity: Getting Active</li> </ul>	<ul style="list-style-type: none"> <li>▪ Calculator</li> <li>▪ Dictionary</li> <li>▪ Highlighter</li> <li>▪ Click to Speak</li> <li>▪ Translate</li> <li>▪ Discussion Board</li> <li>▪ Slide Narration</li> <li>▪ Glossary</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read the instructions for this self-checked activity. Type in your response to each question, and check your answers. At the end of the activity, write a brief evaluation of your work.</li> <li>▪ Read this knowledge article to prepare for the following activities and keep it handy as you complete the lesson. Then read the instructions for the activities and type in your responses. At the end of the lesson, click the link to open the Student Answer Sheet. Use the answers or sample responses to evaluate your own work.</li> <li>▪ <b>Basic cross-training Program</b></li> <li>▪ Complete the basic cross-training program in the knowledge article. Do all of the exercises in order, starting with the warm-up and ending with flexibility. Read the instructions carefully, and be</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lesson Activities: Self-Evaluations</li> <li>▪ Mastery Test</li> <li>▪ Unit 1 Post Test</li> <li>▪ Physical Education v2.0 End-of-Semester Test</li> </ul>

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<p>sure to complete the recommended number of sets and repetitions for each exercise.</p> <ul style="list-style-type: none"> <li>▪ Think back to each stage of this program. What challenges did you encounter during each stage?</li> <li>▪ The order of the exercises in the cross-training program was warm-up, cardio, strength training, and flexibility. Now that you have experience with them, why do you think the exercises are ordered this way?</li> <li>▪ Had you ever done any of these exercises before? If not, what challenges did you face when completing these new exercises? If you had done them before, what exercises did you complete more easily than others?</li> <li>▪ Which type of activity did you enjoy the most, strength training, cardio, or flexibility exercises? Why?</li> <li>▪ How can you incorporate strength training, cardio, and flexibility exercises into your daily routine?</li> <li>▪ <b>Intermediate Cross-Training Program</b></li> <li>▪ Complete the intermediate cross-training program in the knowledge article. Do all of the exercises in order, starting with the warm-up and ending with flexibility. Read the instructions carefully, and be sure to complete the recommended number of sets and repetitions for each exercise.</li> <li>▪ Were you able to reach the goals you set for this program? If so, how did it feel to meet them? If you did not meet your goals, why not?</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<ul style="list-style-type: none"> <li>▪ If you didn't reach your goals, how might you reach them next time? If you did reach your goals, how would you prepare your body for goals that are more intense?</li> <li>▪ What exercises were you able to complete? What was it about these exercises that gave you success?</li> <li>▪ Was it easier to complete the exercises in the intermediate cross-training program than in the basic cross-training program? Why or why not?</li> <li>▪ If you were able to exercise with a friend or companion, how did this person help to motivate you? If you did not exercise with a friend, how might doing so improve your physical fitness?</li> <li>▪ <b>Advanced Cross-Training Program</b></li> <li>▪ Complete the advanced cross-training program in the knowledge article. Do all of the exercises in order, starting with the warm-up and ending with flexibility. Read the instructions carefully, and be sure to complete the recommended number of sets and repetitions for each exercise.</li> <li>▪ How did your body change as the intensity and duration of your cross-training program increased from intermediate to advanced?</li> <li>▪ What symptoms did you experience as the intensity and duration of the cross-training program increased from intermediate to advanced?</li> <li>▪ Are there any symptoms you experienced that are abnormal? If so, what? If not, what signs could indicate that you are pushing your body too far?</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<ul style="list-style-type: none"> <li>▪ What steps can you take to reduce your chance of injury during exercise? What activities have you completed that you think have a high risk for injury?</li> <li>▪ How has completing the advanced cross-training program affected you in a positive way?</li> <li>▪ <b>Cross-Training Challenge</b></li> <li>▪ Complete the cross-training challenge in the knowledge article. Do all of the exercises in order, starting with the warm-up and ending with flexibility. Read the instructions carefully, and be sure to complete the recommended number of sets and repetitions for each exercise.</li> <li>▪ Reflect on the four cross-training programs you've completed. How could you use the exercises from these programs to maintain your long-term physical fitness?</li> <li>▪ Is there a particular part of each program that you enjoyed?</li> <li>▪ If you could change any part of the cross-training challenge, what would you change? Why?</li> <li>▪ Suppose that you want to use this cross-training program to train for a particular sport. Which sports could the program most benefit and why? Which sports might the program least benefit?</li> <li>▪ Are there any personal habits that you could change to increase your fitness?</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<p><b>Warm-Up</b>  <b>10 minutes of walking on the treadmill</b>            Begin your workout with a 10-minute, low-intensity cardio activity.</p> <p><b>Cardio</b>  <b>10 minutes of stair climbing</b>            Increase the intensity of your warm-up from low to moderate by increasing your pace. At this pace, you are breathing faster, sweating, and able to speak only a few words. Keep this up for 20 minutes. If you need to take a break, stop for 20- to 30-second intervals when necessary and then continue at the same pace.</p> <p><b>Cardio and Strength-Training Intervals</b>  <b>5–10 minutes of jogging on the treadmill and bench press</b>            Complete your first cardio exercise and your first strength-training exercise in a high-intensity interval. Repeat the interval three times. Try to do 30 seconds of cardio and 15 reps of strength for each interval.</p> <p><b>5–10 minutes of stationary cycling and biceps curls</b>            Complete your second cardio exercise and your second strength exercise as another interval. Repeat the interval three times. Try to do 30 seconds of cardio and 15 reps of strength for each interval.</p> <p><b>5–10 minutes of stair climbing and sit-ups</b>            Complete the last of each exercise in a third interval, and repeat the interval three times. Try to do 30 seconds of cardio and 15 reps of strength for each interval.</p> <p><b>Cooldown</b>  <b>5 minutes of walking slowly on the treadmill</b>            Cool down from your exercise. Your heart rate and breathing should return to normal.</p> <p><b>Flexibility</b>  <b>10 minutes of stretching</b>            Try a new stretch for each part of your body. Be sure to hold each stretch for 30 seconds. If you feel like a particular muscle is not stretched enough, hold the pose for another 30 seconds. See the appendix of this article for some sample stretches.</p> <ul style="list-style-type: none"> <li>■ Which exercises did you choose for your warm-up, cardio, strength, and flexibility exercises? Why did you choose these exercises?</li> <li>■ Were the exercises any harder or easier than the exercises that were chosen for you in the earlier cross-training programs? Explain.</li> <li>■ What are important considerations to make when designing your own cross-training routine?</li> <li>■ How did you do? Rate your work on a scale of 1 to 5, with 5 as the highest score. Then write a brief evaluation of your work below. Note what you learned and what challenged you.</li> </ul>	

## Unit 2: Improving Performance

### Course Level Objective(s):

By the end of this course, you'll be able to do the following:

- Describe the importance of muscular fitness to overall health and wellness.
- Explain what flexibility is and different methods to measure and improve it.
- Identify and describe the basic principles of biomechanics.

### Unit 2:

In this unit, you will:

- State the importance of cardiorespiratory fitness and cardiorespiratory endurance to overall health and wellness.
- State the importance of muscular fitness and muscular endurance to overall health and wellness.
- Explain flexibility and summarize different methods to measure and improve it.
- Identify and describe the basic principles of biomechanics.


Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
Cardiorespiratory Fitness and Endurance	In this lesson, you will state the importance of cardiorespiratory fitness and	<ul style="list-style-type: none"> <li>▪ Cardiorespiratory Fitness and Endurance:               <ul style="list-style-type: none"> <li>○ Discussion</li> <li>○ Tutorial</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Calculator</li> <li>▪ Dictionary</li> <li>▪ Highlighter</li> <li>▪ Click to Speak</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read the instructions for this self-checked activity. Type in your response to each question, and check your answers. At the end of the activity, write a brief evaluation of your work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lesson Activities: Self-Evaluations</li> </ul>

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment																								
	cardiorespiratory endurance to overall health and wellness.	<ul style="list-style-type: none"> <li>○ Unit Activity: Improving Performance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Translate</li> <li>▪ Discussion Board</li> <li>▪ Slide Narration</li> <li>▪ Glossary</li> </ul>	<ul style="list-style-type: none"> <li>▪ To prepare for this activity, read this knowledge article and keep it handy as you complete the lesson. Read the instructions for the following activities and type in your responses. Click the link to the Student Answer Sheet at the end of the lesson. Use the answers or sample responses to evaluate your own work.</li> <li>▪ <b>Background</b></li> <li>▪ You will record your heart rate in this heart rate chart for each of the following activities. Consult the knowledge article for a refresher on how to measure your heart rate. You will use your heart rate information to reflect on your progress in a cardiorespiratory fitness program.</li> <li>▪ <b>Heart Rate Chart</b></li> </ul> <table border="1" data-bbox="1218 983 1778 1278"> <thead> <tr> <th>Activity</th> <th>Initial Heart Rate (bpm)</th> <th>Middle Heart Rate (bpm)</th> <th>Final Heart Rate (bpm)</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td></tr> </tbody> </table> <ul style="list-style-type: none"> <li>▪ <b>Basic Circuit Training Program</b></li> </ul>	Activity	Initial Heart Rate (bpm)	Middle Heart Rate (bpm)	Final Heart Rate (bpm)	1				2				3				4				5				<ul style="list-style-type: none"> <li>▪ Mastery Test</li> <li>▪ Unit 2 Post Test</li> <li>▪ Physical Education v2.0 End-of-Semester Test</li> </ul>
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				<ul style="list-style-type: none"> <li>■ Complete the Circuit Training Program in the knowledge article. Read the directions and study the pictures of the exercises before you begin. You will start by taking your initial heart rate and will end with stretching. Complete one full circuit for this activity. When you're through with the program, answer the questions that follow.</li> <li>■ What challenges did you encounter during the circuit training program?</li> <li>■ Which exercises were more difficult than others? Why were they more difficult?</li> <li>■ Were any exercises easier than others? If so, had you tried these exercises before? When?</li> <li>■ Why do you think some exercises in this activity were easier to complete than others?</li> <li>■ What exercises in this activity might you continue to use in the future? When would you use them?</li> <li>■ <b>Intermediate Circuit Training Program</b></li> <li>■ Complete the Circuit Training Program in the knowledge article. Read the directions and study the pictures of the exercises before you begin. You will start by taking your initial heart rate and end with stretching. Try to do two full circuits for</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<p>this activity. When you're through with the program, answer the questions that follow.</p> <ul style="list-style-type: none"> <li>▪ Did you have any goals for this activity? If so, what were they? If not, what goal could you have set for yourself?</li> <li>▪ Were you able to reach your goals? If so, how did it feel? If not, why not?</li> <li>▪ If you did the activity over, what would you do to ensure that you reach your goals? Would you change any of your goals? Why or why not?</li> <li>▪ Which exercises in this activity might present challenges for a smoker but not a nonsmoker? Why would such exercises be challenging for them?</li> <li>▪ What did you enjoy most about circuit training?</li> <li>▪ <b>Advanced Circuit Training Program</b></li> <li>▪ Complete the Circuit Training Program in the knowledge article. Read the directions and study the pictures of the exercises before you begin. You will start by taking your initial heart rate and end with stretching. Try to do three full circuits for this activity. When you're through with the program, answer the questions that follow.</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<ul style="list-style-type: none"> <li>■ How has your body physically responded up to this point in the training program?</li> <li>■ What parts of your body do you feel this activity has worked out the most? How do you know?</li> <li>■ What changes would you like to see in your body as a result of circuit training? How can you achieve those changes?</li> <li>■ How has this experience positively affected you? Explain.</li> <li>■ Have you experienced any injuries? If so, what are they? If not, how might you prevent them from happening in future sessions?</li> <li>■ <b>Circuit Training Challenge</b></li> <li>■ Complete the Circuit Training Program in the knowledge article. Read the directions and study the pictures of the exercises before you begin. You will start by taking your initial heart rate and end with stretching. Try to do four full circuits for this activity. When you're through with the program, answer the questions that follow.</li> <li>■ How many circuits were you able to complete? Were you pleased or disappointed with your results? Explain.</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<ul style="list-style-type: none"> <li>■ Would you change any part of the circuit training programs that you completed? If so, how would you change them and why?</li> <li>■ One basic training principle is called progression. Progression is gradually increasing the intensity of exercise over a period of time to advance your fitness level. How does progression relate to the series of circuits that you performed?</li> <li>■ The instructions in the knowledge article say to do no more than four circuits. Why is it a good idea to limit the number of circuits you do?</li> <li>■ Reflect on the activities you've completed. How could you use the exercises in the activities to maintain your long-term physical fitness?</li> <li>■ <b>Jogging</b></li> <li>■ <b>30 seconds</b></li> </ul> 	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment																								
				<div data-bbox="1265 327 1787 497"> <p>Name of Exercise 1</p> <p>Number of sets and repetitions</p> <p>Image (optional) <span style="float: right;">Directions (optional)</span></p> <hr/> <p>Name of Exercise 2</p> <p>Number of sets and repetitions</p> <p>Image (optional) <span style="float: right;">Directions (optional)</span></p> <hr/> <p>Name of Exercise 3</p> <p>Number of sets and repetitions</p> <p>Image (optional) <span style="float: right;">Directions (optional)</span></p> </div> <ul style="list-style-type: none"> <li> <span style="display: inline-block; width: 1em; height: 1em; background-color: #ccc; margin-right: 0.5em;"></span>           Jog in place at a low intensity to warm up your muscles.           <table border="1" data-bbox="1310 662 1736 1021" style="margin-left: 2em; margin-top: 1em;"> <thead> <tr> <th></th> <th>Initial Heart Rate (bpm)</th> <th>Middle Heart Rate (bpm)</th> <th>Final Heart Rate (bpm)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>72</td> <td>132</td> <td>78</td> </tr> <tr> <td>2</td> <td>78</td> <td>132</td> <td>84</td> </tr> <tr> <td>3</td> <td>72</td> <td>138</td> <td>78</td> </tr> <tr> <td>4</td> <td>72</td> <td>138</td> <td>78</td> </tr> <tr> <td>5</td> <td>78</td> <td>144</td> <td>90</td> </tr> </tbody> </table> </li> <li> <span style="display: inline-block; width: 1em; height: 1em; background-color: #ccc; margin-right: 0.5em;"></span>           It was difficult to remember to measure my heart rate after each physical activity. I normally don't measure it when I exercise. As the week progressed, I could predict how my heart rate would change just by tracking it. At the start of the programs, my heart was beating at 72–78 beats per minute. My middle heart rate was in the         </li> </ul>		Initial Heart Rate (bpm)	Middle Heart Rate (bpm)	Final Heart Rate (bpm)	1	72	132	78	2	78	132	84	3	72	138	78	4	72	138	78	5	78	144	90	
	Initial Heart Rate (bpm)	Middle Heart Rate (bpm)	Final Heart Rate (bpm)																										
1	72	132	78																										
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3	72	138	78																										
4	72	138	78																										
5	78	144	90																										


Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<p>range of 132–144 bpm. I took my final heart rate five minutes after the circuits. In five minutes, my heart rate dropped to 84–90 bpm.</p> <ul style="list-style-type: none"> <li>▪ If your initial heart rate decreased gradually over a long period of time, what could that indicate with regard to physical fitness?</li> <li>▪ The average heart rate for a teen doing moderate-intensity physical activity is about 103–144 bpm. For high-intensity activity, it is 144–175 bpm. How do your numbers compare to the average teen? Was circuit training a moderate- or a high-intensity activity for you?</li> <li>▪ Assume that circuit training was a moderate-intensity activity for you. If this were true, how could you make circuit training a high-intensity activity?</li> <li>▪ How did you do? Rate your work on a scale of 1 to 5, with 5 as the highest score. Then write a brief evaluation of your work below. Note what you learned and what challenged you.</li> </ul>	
Muscular Strength and Endurance	In this lesson, you will state the importance of	<ul style="list-style-type: none"> <li>▪ Muscular Strength and Endurance:               <ul style="list-style-type: none"> <li>○ Discussion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Calculator</li> <li>▪ Dictionary</li> <li>▪ Highlighter</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read the instructions for this self-checked activity. Type in your response to each question, and check your answers. At the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lesson Activities:</li> </ul>

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
	<p>muscular fitness and muscular endurance to overall health and wellness.</p>	<ul style="list-style-type: none"> <li>○ Tutorial</li> <li>○ Unit Activity: Improving Performance</li> </ul>	<ul style="list-style-type: none"> <li>■ Click to Speak</li> <li>■ Translate</li> <li>■ Discussion Board</li> <li>■ Slide Narration</li> <li>■ Glossary</li> </ul>	<p>end of the activity, write a brief evaluation of your work.</p> <ul style="list-style-type: none"> <li>■ Read this knowledge article to prepare for this activity and keep it handy as you complete the lesson.</li> <li>■ <b>Strength Training for the Lower Body</b></li> <li>■ Complete the lower-body exercises in the knowledge article, "Muscular Strength and Endurance." Do all the exercises in order, starting with the bent-over leg lift and ending with the bent-knee dead lift. Read the directions and study the pictures of the exercises before you begin. Be sure to complete the recommended number of sets and repetitions for each exercise.</li> <li>■ Which muscles did you exercise in this session? Had you ever exercised them before? If so, how?</li> <li>■ How do you use these muscles in your everyday life? What daily activities do you complete that mimic the movements of these exercises?</li> <li>■ What challenges did you face during this session? Were there particular exercises that were difficult to complete? If so, what were they? If you did not face difficulty, why do you think that is?</li> <li>■ Were there any exercises that you completed more easily than others? If so,</li> </ul>	<ul style="list-style-type: none"> <li>Self-Evaluations</li> <li>■ Mastery Test</li> <li>■ Unit 2 Post Test</li> <li>■ Physical Education v2.0 End-of-Semester Test</li> </ul>

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<p>which ones? Why were some exercises easier than others?</p> <ul style="list-style-type: none"> <li>▪ <b>Strength Training for the Arms</b></li> <li>▪ Complete the arm exercises in the knowledge article. Do all the exercises in order, starting with bicep curls and ending with the one-arm triceps push-up. Read the directions and study the pictures of the exercises before you begin. Be sure to complete the recommended number of sets and repetitions for each exercise.</li> <li>▪ Which muscles did you exercise in this activity? Had you ever exercised them before? If so, how?</li> <li>▪ How do you use these muscles in your everyday life? What daily activities do you complete that mimic the movements of these exercises?</li> <li>▪ What challenges did you face during this session? Were there particular exercises that were difficult to complete? If so, what were they? If you did not face difficulty, why do you think that is?</li> <li>▪ Were there any exercises that you completed more easily than others? If so, which ones? Why were some exercises easier than others?</li> <li>▪ <b>Strength Training for the Back and Shoulder Muscles</b></li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<ul style="list-style-type: none"> <li>▪ Complete the back and shoulder exercises in the knowledge article. Do all the exercises in order, starting with rows and ending with the front raise. Read the directions and study the pictures of the exercises before you begin. Be sure to complete the recommended number of sets and repetitions for each exercise.</li> <li>▪ Which muscles did you exercise in this session? Had you ever exercised them before? If so, how?</li> <li>▪ How do you use these muscles in your everyday life? What daily activities do you complete that mimic the movements of these exercises?</li> <li>▪ What challenges did you face during this session? Were there particular exercises that were difficult to complete? If so, what were they? If you did not face difficulty, why do you think that is?</li> <li>▪ Were there any exercises that you completed more easily than others? If so, which ones? Why were some exercises easier than others?</li> <li>▪ <b>Strength Training for the Chest and Abdominal Muscles</b></li> <li>▪ Complete the chest and abdominal exercises in the knowledge article. Do all the exercises in order starting with the</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<p>chest press and ending with the vertical leg crunch. Read the directions and study the pictures of the exercises before you begin. Be sure to complete the recommended number of sets and repetitions for each exercise.</p> <ul style="list-style-type: none"> <li>■ Which muscles did you exercise in this session? Had you ever exercised them before? If so, how?</li> <li>■ How do you use these muscles in your everyday life? What daily activities do you complete that mimic the movements of these exercises?</li> <li>■ What challenges did you face during this session? Were there particular exercises that were difficult to complete? If so, what were they? If you did not face difficulty, why do you think that is?</li> <li>■ Were there any exercises that you completed more easily than others? If so, which ones? Why were some exercises easier than others?</li> </ul>	


Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<p><b>Bent-Over Leg Lift</b> <span style="float: right;">lower body</span>            one set of 8 to 16 reps on each side</p>  <ol style="list-style-type: none"> <li>1. Clasp your hands behind your back and lean forward at the waist so your torso is parallel to the floor.</li> <li>2. Lift your left leg up and out to the side while you bend your right leg at the knee into a squat.</li> <li>3. Hold for a few seconds. Repeat.</li> </ol>	
				<p><b>Quadrupled Hip Extensions</b> <span style="float: right;">lower body</span>            one to three sets of 10 to 16 reps on each side            image (optional) <span style="float: right;">directions (optional)</span></p> <p><b>Reverse Curls</b> <span style="float: right;">arms</span>            one to three sets of eight to 15 reps            image (optional) <span style="float: right;">directions (optional)</span></p> <p><b>Kickbacks</b> <span style="float: right;">arms</span>            one set of 10 to 16 reps            image (optional) <span style="float: right;">directions (optional)</span></p> <p><b>Lateral Raise</b> <span style="float: right;">back and shoulders</span>            one to three sets of 10 to 16 reps            image (optional) <span style="float: right;">directions (optional)</span></p> <p><b>Upright Row</b> <span style="float: right;">back and shoulders</span>            one to three sets of 12 to 16 reps            image (optional) <span style="float: right;">directions (optional)</span></p> <p><b>Plank</b> <span style="float: right;">chest and abdominals</span>            Hold the pose for 20 to 60 seconds and repeat three to five sets.            image (optional) <span style="float: right;">directions (optional)</span></p> <p><b>Vertical Leg Crunch</b> <span style="float: right;">chest and abdominals</span>            one to three sets of 10 to 16 reps            image (optional) <span style="float: right;">directions (optional)</span></p>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment												
				<ul style="list-style-type: none"> <li>How did you do? Rate your work on a scale of 1 to 5, with 5 as the highest score. Then write a brief evaluation of your work below. Note what you learned and what challenged you.</li> </ul>													
Flexibility	In this lesson, you will explain flexibility and summarize different methods to measure and improve it.	<ul style="list-style-type: none"> <li>Flexibility:               <ul style="list-style-type: none"> <li>Discussion</li> <li>Tutorial</li> <li>Unit Activity: Improving Performance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Calculator</li> <li>Dictionary</li> <li>Highlighter</li> <li>Click to Speak</li> <li>Translate</li> <li>Discussion Board</li> <li>Slide Narration</li> <li>Glossary</li> </ul>	<ul style="list-style-type: none"> <li>Read the instructions for this self-checked activity. Type in your response to each question, and check your answers. At the end of the activity, write a brief evaluation of your work.</li> </ul> <table border="1"> <thead> <tr> <th>Test</th> <th>Parts Tested</th> <th>Initial Measurement (cm)</th> </tr> </thead> <tbody> <tr> <td>sit-and-reach</td> <td>lower back, hamstrings</td> <td>29</td> </tr> <tr> <td>arm lift</td> <td>arms, chest</td> <td>15</td> </tr> <tr> <td>knee-to-chest</td> <td>lower back, hamstrings, hips</td> <td>2</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>According to the tests, which areas of your body are the most flexible? Which areas of your body are the least flexible? Why do you believe this is?</li> <li>Why might it be useful to increase your body's flexibility for your daily life? Why is</li> </ul>	Test	Parts Tested	Initial Measurement (cm)	sit-and-reach	lower back, hamstrings	29	arm lift	arms, chest	15	knee-to-chest	lower back, hamstrings, hips	2	<ul style="list-style-type: none"> <li>Lesson Activities: Self-Evaluations</li> <li>Mastery Test</li> <li>Unit 2 Post Test</li> <li>Physical Education v2.0 End-of-Semester Test</li> </ul>
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Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<p>increased flexibility useful in sports that you participate in or sports you might take up later on?</p> <ul style="list-style-type: none"> <li>■ <b>Your First Yoga Session</b></li> <li>■ Complete Yoga Session I in the knowledge article. Do all the poses in order, starting and ending with mountain pose. Read the directions and study the pictures before you begin.</li> <li>■ If this was your first yoga session, what are your impressions of it? If this was not your first session of yoga, describe your first experience with yoga.</li> <li>■ Did you notice any differences in strength or flexibility between your left and right sides? If so, explain.</li> <li>■ Did you have any sore muscles after this activity? If so, which ones? How do you use these muscles in your everyday life? If you were not sore, why do you think that is?</li> <li>■ What could you do differently to improve your experience with the yoga routine? Describe at least one idea.</li> <li>■ <b>Your Second Yoga Session</b></li> <li>■ Complete Yoga Session II in the knowledge article. Do all the poses in order, starting and ending with mountain pose. Read the</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<p>directions and study the pictures before you begin.</p> <ul style="list-style-type: none"> <li>▪ Were there particular poses that were difficult to complete? If so, what were they? Why did you find them hard? If you did not face difficulty, why do you think that is?</li> <li>▪ During this yoga session, you started and ended with mountain pose. Why do you think this pose is important? How is this pose different from other poses? Explain.</li> <li>▪ Some yoga poses are named after animals: cat, cow, camel, dolphin, and dog. Different people have different opinions on why these names are used. After doing the poses, what is your opinion?</li> <li>▪ Some say that yoga unites your body, mind, and spirit. In your own words, what do you think this means? How do you believe that breathing deeply contributes to this relationship?</li> <li>▪ <b>Your Third Yoga Session</b></li> <li>▪ Complete Yoga Session III in the knowledge article. Do all the poses in order, starting and ending with mountain pose. Read the directions and study the pictures before you begin.</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment																
				<ul style="list-style-type: none"> <li>Which yoga poses did you perform best? Which poses do you still need to improve on?</li> <li>Have you noticed increases in strength or flexibility over the course of these sessions? Give specific examples.</li> <li>What advice would you give to someone who has never tried yoga before?</li> <li>There are many different yoga poses that do not appear in the knowledge article. Do some brief research online or elsewhere and find one yoga pose not mentioned in the article. What are the steps to complete the pose? Which muscles are exercised in doing the pose?</li> </ul> <table border="1" data-bbox="1220 917 1780 1236"> <thead> <tr> <th>Test</th> <th>Parts Tested</th> <th>Initial Measurement (cm)</th> <th>Current (cm)</th> </tr> </thead> <tbody> <tr> <td>sit-and-reach</td> <td>lower back, hamstrings</td> <td>29</td> <td>31</td> </tr> <tr> <td>arm lift</td> <td>arms, chest</td> <td>15</td> <td>21</td> </tr> <tr> <td>knee-to-chest</td> <td>lower back, hamstrings, hips</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Which areas of your body increased in flexibility? Which areas of your body did not increase in flexibility? Explain.</li> </ul>	Test	Parts Tested	Initial Measurement (cm)	Current (cm)	sit-and-reach	lower back, hamstrings	29	31	arm lift	arms, chest	15	21	knee-to-chest	lower back, hamstrings, hips	2	2	
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				<ul style="list-style-type: none"> <li>How have flexibility exercises affected your overall sports performance or attitude toward exercise?</li> </ul> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Mountain Pose</b></p>  </div> <div style="width: 45%;"> <p><b>Design a Routine</b></p> <ol style="list-style-type: none"> <li>Begin standing upright with your heels touching and your toes slightly apart.</li> <li>Be sure that your weight is evenly distributed through your feet.</li> <li>Push your shoulder blades back and let your arms hang at the sides of your body, with your palms open and facing outward.</li> </ol> </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Half-Moon Pose</b></p> <p>Image (optional)</p> </div> <div style="width: 45%;"> <p><b>Design a Routine</b></p> <p>Directions (optional)</p> </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Downward-Facing Dog</b></p> <p>Image (optional)</p> </div> <div style="width: 45%;"> <p><b>Design a Routine</b></p> <p>Directions (optional)</p> </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Plank Pose</b></p> <p>Image (optional)</p> </div> <div style="width: 45%;"> <p><b>Design a Routine</b></p> <p>Directions (optional)</p> </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>High Lunge</b></p> <p>Image (optional)</p> </div> <div style="width: 45%;"> <p><b>Design a Routine</b></p> <p>Directions (optional)</p> </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Fire Log Pose</b></p> <p>Image (optional)</p> </div> <div style="width: 45%;"> <p><b>Design a Routine</b></p> <p>Directions (optional)</p> </div> </div>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<p><b>Child's Pose</b> Image (optional)</p> <p><b>Staff Pose</b> Image (optional)</p> <p><b>Cobra Pose</b> Image (optional)</p> <p><b>Cow Pose</b> Image (optional)</p> <p><b>Eagle Pose</b> Image (optional)</p> <p><b>Mountain Pose</b> Image (optional)</p> <p>■ How did you do? Rate your work on a scale of 1 to 5, with 5 as the highest score. Then write a brief evaluation of your work below. Note what you learned and what challenged you.</p>	<p><b>Design a Routine</b> Directions (optional)</p> <p><b>Design a Routine</b> Directions (optional)</p> <p><b>Design a Routine</b> Directions (optional)</p> <p><b>Design a Routine</b> Directions (optional)</p> <p><b>Design a Routine</b> Directions (optional)</p> <p><b>Design a Routine</b> Directions (optional)</p>
Biomechanics and Movement	In this lesson, you will identify and describe the basic	<ul style="list-style-type: none"> <li>■ Biomechanics and Movement:               <ul style="list-style-type: none"> <li>○ Discussion</li> <li>○ Tutorial</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Calculator</li> <li>■ Dictionary</li> <li>■ Highlighter</li> </ul>	<ul style="list-style-type: none"> <li>■ Read the instructions for the following activities and type in your responses. Click the link to the Student Answer Sheet at the end of the lesson. Use the answers or</li> </ul>	<ul style="list-style-type: none"> <li>■ Lesson Activities: Self-Evaluations</li> </ul>

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
	principles of biomechanics.	<ul style="list-style-type: none"> <li>○ Unit Activity: Improving Performance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Click to Speak</li> <li>▪ Translate</li> <li>▪ Discussion Board</li> <li>▪ Slide Narration</li> <li>▪ Glossary</li> </ul>	<p>sample responses to evaluate your own work.</p> <ul style="list-style-type: none"> <li>▪ To prepare for this activity, read this knowledge article.</li> <li>▪ In this activity, you will work on the biomechanics of your jump shot or your running stride. Complete either the jump shot training program or the long-distance running program in the knowledge article. (Choose only one of the workouts.) Your workout will begin with a warm-up and end with a cooldown.</li> <li>▪ Which option did you choose and why?</li> <li>▪ Did the experiment change the way you run or take a jump shot? Explain.</li> <li>▪ How did your legs feel after running? How did your knees and shoulders feel after taking jump shots?</li> <li>▪ What intensity level did you reach to complete the activity? How do you know? Were you able to maintain that intensity level throughout the activity?</li> <li>▪ In this activity, you will again work on the biomechanics of your jump shot or your running stride. Complete either the jump shot training program or the long-distance running program in the knowledge article. (Choose only one of the workouts.) Your</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mastery Test</li> <li>▪ Unit 2 Post Test</li> <li>▪ Physical Education v2.0 End-of-Semester Test</li> </ul>

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<p>workout will begin with a warm-up and end with a cooldown.</p> <ul style="list-style-type: none"> <li>▪ Which mechanics are the most difficult to maintain for the sport that you chose? What are the consequences of not following them? Explain.</li> <li>▪ How are repetition and practice related to the field of biomechanics? Think in terms of the desired goals for each.</li> <li>▪ Name all the parts of your body that influence the mechanics of the sport that you chose. Which part do you feel is the most important when attempting to maintain the proper mechanics of your sport?</li> <li>▪ At times, the focus of biomechanics is to reduce injury to athletes. Which mechanics, if not properly followed, could result in injury for the sport that you chose? How?</li> <li>▪ In this activity, you will again work on the biomechanics of your jump shot or your running stride. Complete either the jump shot training program or the long-distance running program in the knowledge article. (Choose only one of the workouts.) Your workout will begin with a warm-up and end with a cooldown.</li> </ul>	

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				<ul style="list-style-type: none"> <li>▪ Having good form means expending just the right amount of energy during a sport or activity. Think about the sport you chose. Give an example of how poor form can use too much of your energy during the activity. What happens when that energy is gone?</li> <li>▪ Give an example of how poor form can use up too little of your energy during the sport you chose. What happens when that energy is not entirely used? What is the consequence?</li> <li>▪ No two people are the same size or shape. Since everyone has different body types, there is generally no single way to prescribe the perfect jump shot or running stride. Have you modified the mechanics of the jump shot or running stride to accommodate your body type or skill set? If so, how and why? Has the change been successful? If you have not modified the mechanics, think about a situation in which you might need to. Write about such a situation.</li> <li>▪ Each workout contains a warm-up, strength training, a practice session focused on mechanics, and a cooldown. Why do you believe the workout does not focus on mechanics alone? Why are the</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<p>other components equally important? Explain.</p> <ul style="list-style-type: none"> <li>■ In this activity, you will again work on the biomechanics of your jump shot or your running stride. Complete either the jump shot training program or the long-distance running program in the knowledge article. (Choose only one of the workouts.) Your workout will begin with a warm-up and end with a cooldown.</li> <li>■ How is a machine, such as a car, similar to the human body? How are machines different from the human body? Explain in terms of the field of biomechanics.</li> <li>■ A force is a push or a pull applied to a body or an object. Consider the workout you just participated in. What forces were present on your body as you practiced your running stride or your jump shot? Were the forces helpful or hurtful? Explain using the ideas of external forces, internal forces, tension, and compression.</li> <li>■ Leverage inside the human body is the result of muscles pulling against bones. One or more bones can make up a lever. Name at least seven bones in your body that you used as levers when running or attempting a jump shot. List the levers in order from the largest to the smallest. You</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<p>do not have to use the bone's technical name.</p> <ul style="list-style-type: none"> <li>▪ The basic types of movement in the human body are rotation, extension, and flexion. Consider the workout you just participated in. Give one example of each type of movement that you used during your workout. Be specific.</li> <li>▪ In this activity, you will again work on the biomechanics of your jump shot or your running stride. Complete either the jump shot training program or the long-distance running program in the knowledge article. (Choose only one of the workouts.) Your workout will begin with a warm-up and end with a cooldown.</li> <li>▪ Your workout exercised all the components of skill-related fitness: balance, agility, speed, power, and coordination. Explain how each of the five components relates to practicing your jump shot or improving your running ability.</li> <li>▪ Did you sustain any injuries as you progressed from session one to session five? If so, classify your injury as a microtrauma, an overuse injury, or a critical injury. Describe your injury. If you haven't been injured, give an example of</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<p>how you might have experienced a microtrauma during your workout without knowing it.</p> <ul style="list-style-type: none"> <li>■ Did you see any improvement in your running or shooting skills as you progressed from session one to session five? If so, what were they? Which mechanics helped you reach success? If you did not see improvement, explain which skills or mechanics you must continue to work on. Express your answer using units, if possible, such as baskets made, distance covered, or better race times.</li> <li>■ Which other sport or activity, aside from running or shooting a basketball, would you like to analyze using biomechanics? Choose at least one sport. What movements of the body would be important in the analysis? What steps are involved? Explain.</li> <li>■ How did you do? Rate your work on a scale of 1 to 5, with 5 as the highest score. Then write a brief evaluation of your work below. Note what you learned and what challenged you.</li> </ul>	

### Unit 3: Lifestyle

**Course Level Objective(s):**

By the end of this course, you'll be able to do the following:

- Evaluate influences that can affect physical activity and lifelong exercise preferences.
- Design a personal fitness program using the FITT principle.
- Explain the impact of cultural and media perceptions on physical activity.

**Unit 3:**

In this unit, you will:

- Evaluate influences that can affect physical activity and lifelong exercise preferences.
- Design a personal fitness program using the FITT principle.
- Identify the impact of cultural and media perceptions on physical activity and identify career opportunities in sports, fitness, and health care.
- Describe the development of sports and summarize the impact of globalization and technology on the sports industry.

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
Lifestyle Fitness	In this lesson, you will evaluate influences that can affect	<ul style="list-style-type: none"> <li>▪ Lifestyle Fitness:               <ul style="list-style-type: none"> <li>○ Discussion</li> <li>○ Tutorial</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Calculator</li> <li>▪ Dictionary</li> <li>▪ Highlighter</li> <li>▪ Click to Speak</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read the instructions for this self-checked activity. Type in your response to each question, and check your answers. At the end of the activity, write a brief evaluation of your work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lesson Activities: Self-Evaluations</li> </ul>

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
	<p>physical activity and lifelong exercise preferences.</p>	<ul style="list-style-type: none"> <li>○ Unit Activity: Lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>■ Translate</li> <li>■ Discussion Board</li> <li>■ Slide Narration</li> <li>■ Glossary</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Replace a Baseline Activity</b> Select a 60-minute period during your daily schedule that you usually spend on a baseline activity. Baseline activities are things like playing games on a computer. Choose a health-enhancing cardio activity to do during this period instead. Be sure to check your heart rate before, during, and after of the session, and record it in the heart rate chart. Remember to choose activities that will allow you to maintain at least a moderate target heart rate for 60 minutes.</li> <li>■ Which baseline activity did you replace? What did you replace it with? Why did you choose the replacement that you did?</li> <li>■ For a person your age, what is the typical range of heart rates achieved during moderate physical activity?</li> <li>■ Were you positively or negatively affected by the change to your routine? How so?</li> <li>■ What other baseline activities in your daily routine could you replace with health-enhancing activities? Which baseline activities are not feasible to replace?</li> <li>■ <b>Switch to a Healthier Means of Transportation</b> You probably use a car or a bus for transportation when you go to school, meet friends, or go shopping. But there are healthier alternatives that will keep you fit. Instead, try walking, jogging, skating, or riding a bike. In this activity, you will work these kinds of cardio activities into your daily routine for 60 minutes. You can divide the workouts into convenient increments. For example, you might skate four times, 15 minutes at</li> </ul>	<ul style="list-style-type: none"> <li>■ Mastery Test</li> <li>■ Unit 3 Post Test</li> <li>■ Physical Education v2.0 End-of-Semester Test</li> </ul>

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<p>a time. Be sure to measure your heart rate before, during, and after one of your workout sessions, and record it in the heart rate chart.</p> <ul style="list-style-type: none"> <li>▪ Which mode of transportation did you replace with a healthier alternative? What was the alternative?</li> <li>▪ Did the new mode of transportation work well for you? Did it have a positive or negative effect on your daily routine? Explain.</li> <li>▪ Has the alternative mode of transportation increased your travel time? Did you have trouble getting to your destination on time? If so, what might you change in the future to ensure that you arrive on time?</li> <li>▪ <b>Fit Exercise into Your Daily Routine</b> At times, people don't exercise because it doesn't fit into their daily schedules. Planning time for exercise is as important as planning other events. In this activity, you will find a way to fit 60 minutes of cardio exercise into your routine by rearranging other events and activities. For example, instead of hanging at a friend's house after school, invite your friend to do something active. You can divide the workouts into convenient increments. For example, you and a friend might play tennis three times, 20 minutes at a time. Measure your heart rate before, during, and after one of your workout sessions, and record it in the heart rate chart.</li> <li>▪ What cardio activity did you choose to do? Why did you choose it?</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<ul style="list-style-type: none"> <li>▪ What events or daily activities did you rearrange to accommodate exercise? At what time of day did you exercise?</li> <li>▪ After you changed your daily routine, did you accomplish all the activities that you needed to? Which activities were affected? How?</li> <li>▪ <b>Make a Short-Term Plan</b> Consider how your life might change in the next five years. You might change schools, find a job, go to college, or move to a new home. If you find physical activities that you can do amidst these changes, maintaining a healthy lifestyle will be easier. In this activity, choose a health-enhancing cardio exercise that you think you will be able to do regularly for the next five years. Perform a total of 60 minutes of the activity. You can divide the workouts into convenient increments. For example, you might swim laps six times, 10 minutes at a time. Remember to measure your heart rate before, during, and after one of your workout sessions, and record it in the heart rate chart.</li> <li>▪ Which five-year activity did you choose to participate in? Why do you believe the activity will stand the test of time?</li> <li>▪ What changes might occur in your life five years from now that will affect the way you maintain a healthy lifestyle?</li> <li>▪ <b>Make a Long-Term Plan</b> Consider how your life might change in the next 25 years. It's not easy to do. You might have children,</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<p>pursue a career, or travel for a living. If you find physical activities that you can do amidst these changes, maintaining a healthy lifestyle will be easier. In this activity, choose a cardio exercise that you think you will be able to do regularly for the next 25 years. Perform a total of 60 minutes of the activity. You can divide the workouts into convenient increments. For example, you might play pickup basketball two times, 30 minutes at a time. Measure your heart rate before, during, and after one of your workout sessions, and record it in the heart rate chart.</p> <ul style="list-style-type: none"> <li>▪ How old will you be in 25 years? Which 25-year activity did you choose to participate in? Why do you believe the activity will stand the test of time?</li> <li>▪ What changes might occur in your life 25 years from now that will affect the way you maintain a healthy lifestyle?</li> <li>▪ Study your heart rate chart. It should now be populated with numbers from the past five activities. What is the highest heart rate you recorded during the five activities? What is your lowest heart rate? Do you see any patterns in the chart? If so, what might the patterns indicate?</li> <li>▪ How did you do? Rate your work on a scale of 1 to 5, with 5 as the highest score. Then write a brief evaluation of your work below. Note what you learned and what challenged you.</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
Designing a Personal Fitness Program	In this lesson, you will design a personal fitness program using the FITT principle.	<ul style="list-style-type: none"> <li>▪ Designing a Personal Fitness Program:               <ul style="list-style-type: none"> <li>○ Discussion</li> <li>○ Tutorial</li> <li>○ Unit</li> </ul> </li> <li>Activity: Lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>▪ Calculator</li> <li>▪ Dictionary</li> <li>▪ Highlighter</li> <li>▪ Click to Speak</li> <li>▪ Translate</li> <li>▪ Discussion Board</li> <li>▪ Slide Narration</li> <li>▪ Glossary</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read the instructions for this self-checked activity. Type in your response to each question, and check your answers. At the end of the activity, write a brief evaluation of your work.</li> <li>▪ <b>Day One of Your Personal Fitness Program</b></li> <li>▪ In this activity, you will design and participate in your own fitness program. Read this knowledge article to help you prepare for this activity. To get started, answer these questions.               <ul style="list-style-type: none"> <li>▪ How fit are you? Do you exercise regularly? If so, how? Do you participate in any scheduled sports or activities? If so, which ones?</li> <li>▪ Do you have an established fitness plan that you've recorded? If so, what does it look like?</li> </ul> </li> <li>▪ In this activity, you will design a personal fitness program. The first part of any program is establishing goals. What are your goals for your fitness program?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lesson Activities: Self-Evaluations</li> <li>▪ Mastery Test</li> <li>▪ Unit 3 Post Test</li> <li>▪ Physical Education v2.0 End-of-Semester Test</li> </ul>

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				<p><b>My Personal Fitness Program</b></p> <table border="0"> <thead> <tr> <th></th> <th><b>Cardio</b></th> <th><b>Strength</b></th> <th><b>Flexibility</b></th> </tr> </thead> <tbody> <tr> <td>Day 1</td> <td> <ul style="list-style-type: none"> <li>10-minute brisk walk to warm up</li> <li>20-minute jog in the park</li> <li>10-minute stretch to cool down</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>strength after cardio</li> <li>two sets of 10 reps each: bicep curls, triceps dips, triceps extensions</li> <li>rest one minute between sets</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>stretch for final cooldown</li> <li>focus on arms</li> </ul> </td> </tr> <tr> <td>Day 2</td> <td> <ul style="list-style-type: none"> <li>cardio after strength</li> <li>15-minutes of skipping rope with a break in the middle</li> <li>10-minute treadmill walk to cool down</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>10-minute jog in place to warm up</li> <li>two sets of 10 reps each: lunge, squat, step-ups, calf raises</li> <li>rest one minute between sets</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>stretch for final cooldown</li> <li>focus on legs</li> </ul> </td> </tr> <tr> <td>Day 3</td> <td> <ul style="list-style-type: none"> <li>10 minutes of stationary cycling</li> <li>10 minutes of walking on the treadmill</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>strength after cardio</li> <li>two sets of 10 reps each: bent-over row, reverse fly, back extensions</li> <li>rest two minutes between sets</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>30-minute Pilates class</li> <li>attend class after cardio and strength</li> </ul> </td> </tr> <tr> <td>Day 4</td> <td> <ul style="list-style-type: none"> <li>5-minute jog around the racquetball court to warm up</li> <li>30 minutes of racquetball</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>strength after cardio</li> <li>two sets of 10 reps each: shoulder press, front raise, reverse fly, lateral raise</li> <li>rest one minute between sets</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>30-minute Pilates class</li> <li>attend class after cardio and strength</li> </ul> </td> </tr> <tr> <td>Day 5</td> <td> <ul style="list-style-type: none"> <li>cardio after strength</li> <li>60 minutes of skateboarding (ramps)</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>30 jumping jacks to warm up</li> <li>5-minute stretch</li> <li>three sets of 8 reps each: crunches, sit-ups, pull-ups</li> <li>rest two minutes between sets</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>stretch for final cooldown</li> <li>focus on back and legs</li> </ul> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Which exercises did you find most enjoyable during the day 1 workout? 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				<p>intensity level, what would you do? What would you do to decrease it? Choose one or the other.</p> <ul style="list-style-type: none"> <li>▪ <b>Day Two of Your Personal Fitness Program</b></li> <li>▪ Perform the exercises in day 2 of your personal fitness program. Then answer these questions.</li> <li>▪ Which exercises did you find most enjoyable during the day 2 workout? Which exercises did you find least enjoyable? Explain why.</li> <li>▪ FITT is an acronym for frequency, intensity, time, and type. Choose an exercise from day 2 of your fitness program. Explain how the exercise relates to each FITT component.</li> <li>▪ Two of the nine basic training principles are progression and recovery. Describe how these two principles relate to day 2 of your fitness program.</li> <li>▪ Think back to your personal fitness goals. Which exercises from day 2 are closely aligned with your goals? How do the exercises align? Explain.</li> <li>▪ Look back on the exercises in day 2 of your fitness program. Did you have to do any additional research to locate, understand, or perform the exercises? If so, describe the type of research you did. If not, describe a topic related to your day 2 workout that you'd like to learn more about. Why does it interest you?</li> <li>▪ <b>Day Three of Your Personal Fitness Program</b></li> <li>▪ Perform the exercises in day 3 of your personal fitness program. Then answer these questions.</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<ul style="list-style-type: none"> <li>▪ Which exercises did you find most enjoyable during the day 3 workout? Which exercises did you find least enjoyable? Explain why.</li> <li>▪ FITT is an acronym for frequency, intensity, time, and type. Choose an exercise from day 3 of your fitness program. Explain how the exercise relates to each FITT component.</li> <li>▪ Two of the nine basic training principles are variation and transfer. Describe how these two principles relate to day 3 of your fitness program.</li> <li>▪ Think back to your personal fitness goals. Which exercises from day 3 are closely aligned with your goals? How do the exercises align? Explain.</li> <li>▪ Do you have a workout partner? If so, who is it and how does your partner help you? If not, look back on your day 3 workout. Where might a partner help you? How can a partner help? What would your partner do?</li> <li>▪ <b>Day Four of Your Personal Fitness Program</b></li> <li>▪ Perform the exercises in day 4 of your personal fitness program. Then answer these questions.</li> <li>▪ Which exercises did you find most enjoyable during the day 4 workout? Which exercises did you find least enjoyable? Explain why.</li> <li>▪ FITT is an acronym for frequency, intensity, time, and type. Choose an exercise from day 4 of your fitness program. Explain how the exercise relates to each FITT component.</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				<ul style="list-style-type: none"> <li>▪ Two of the nine basic training principles are balance and individualization. Describe how these two principles relate to day 4 of your fitness program.</li> <li>▪ Think back to your personal fitness goals. Which exercises from day 4 are closely aligned with your goals? How do the exercises align? Explain.</li> <li>▪ Eating right and exercising can be hard work. How have you rewarded yourself as you've progressed through the fitness program? You might be rewarding yourself in certain ways and not even realize it. What would a valuable reward look like to you? Why is a reward important?</li> <li>▪ <b>Day Five of Your Personal Fitness Program</b></li> <li>▪ Perform the exercises in day 5 of your personal fitness program. Then answer these questions.</li> <li>▪ What were your goals when you designed your fitness program? Did you reach your goals? Why or why not?</li> <li>▪ How did you feel about exercise before beginning this program? Have your feelings toward exercise changed? Explain.</li> <li>▪ How could you change your program to make it more fun?</li> <li>▪ Are you going to continue with the fitness program that you designed? Why or why not?</li> <li>▪ How did you do? Rate your work on a scale of 1 to 5, with 5 as the highest score. Then write a brief evaluation of your work below. Note what you learned and what challenged you.</li> </ul>	

Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment									
Effects of Media and Culture	In this lesson, you will identify the impact of cultural and media perceptions on physical activity and identify career opportunities in sports, fitness, and health care.	<ul style="list-style-type: none"> <li>▪ Effects of Media and Culture:               <ul style="list-style-type: none"> <li>○ Discussion</li> <li>○ Tutorial</li> <li>○ Unit</li> </ul> </li> <li>▪ Activity: Lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>▪ Calculator</li> <li>▪ Dictionary</li> <li>▪ Highlighter</li> <li>▪ Click to Speak</li> <li>▪ Translate</li> <li>▪ Discussion Board</li> <li>▪ Slide Narration</li> <li>▪ Glossary</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read the instructions for this self-checked activity. Type in your response to each question, and check your answers. At the end of the activity, write a brief evaluation of your work.</li> <li>▪ Each time your body moves, it burns calories. The number of calories burned depends on the intensity of the movement. Read about the number of calories your body burns during certain activities. Some of the activities listed are health enhancing, while others are sedentary. Use this information to answer these questions.</li> <li>▪ Sanjay is making plans for his Saturday afternoon. He can choose a health-enhancing activity like lifting weights, or he can choose a sedentary activity such as watching TV. Sanjay weighs 185 pounds. In 30 minutes, how many more calories can Sanjay burn lifting weights than watching TV? Assume that he does not lift vigorously.</li> <li>▪ Sanjay weighs 185 pounds. At the shopping mall, Sanjay can use the stairs or take the escalator. In 30 minutes, how many more calories could Sanjay burn by climbing stairs than by standing on an escalator? Which activities did you choose from the list to arrive at your answer?</li> </ul> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th>Time</th> <th>Activity</th> <th>Calories Burned</th> </tr> </thead> <tbody> <tr> <td>8:00 a.m.</td> <td>take a shower</td> <td>(estimate) 56</td> </tr> <tr> <td>8:30 a.m.</td> <td>eat breakfast</td> <td>0</td> </tr> </tbody> </table>	Time	Activity	Calories Burned	8:00 a.m.	take a shower	(estimate) 56	8:30 a.m.	eat breakfast	0	<ul style="list-style-type: none"> <li>▪ Lesson Activities: Self-Evaluations</li> <li>▪ Mastery Test</li> <li>▪ Unit 3 Post Test</li> <li>▪ Physical Education v2.0 End-of-Semester Test</li> </ul>
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Lesson	Lesson Level Objective	Instructional Material	Tools	Activity	Assessment
				9:00 a.m. bike to work	355
				9:30 a.m. work as a police officer	111
				10:00 a.m. work as a police officer	111
				10:30 a.m. work as a police officer	111
				11:00 a.m. work as a police officer	111
				11:30 a.m. work as a police officer	111
				noon eat lunch	0
				12:30 p.m. work as a police officer	111
				1:00 p.m. work as a police officer	111
				1:30 p.m. work as a police officer	111
				2:00 p.m. work as a police officer	111
				2:30 p.m. work as a police officer	111
				3:00 p.m. work as a police officer	111
				3:30 p.m. work as a police officer	111
				4:00 p.m. work as a police officer	111
				4:30 p.m. work as a police officer	111
				5:00 p.m. work as a police officer	111
				5:30 p.m. work as a police officer	111
				6:00 p.m. eat dinner	0
				6:30 p.m. high-impact aerobics class	311
				7:00 p.m. take a shower	(estimate) 56
				7:30 p.m. watch TV	33
				8:00 p.m. watch TV	33
				<b>2,620 calories</b>	

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				<ul style="list-style-type: none"> <li>▪ How did you do? Rate your work on a scale of 1 to 5, with 5 as the highest score. Then write a brief evaluation of your work below. Note what you learned and what challenged you.</li> <li>▪ Read the instructions for this self-checked activity. Type in your response to each question, and check your answers. At the end of the activity, write a brief evaluation of your work.</li> <li>▪ Media messages in magazines, on television, and on the Internet influence our lifestyle choices. Evaluating these media messages is important to making the right choices for yourself. For this activity, choose a commercial to watch on TV or think about a TV commercial that you remember vividly. Use the five-question approach to evaluate the message conveyed through the commercial.</li> <li>▪ Who created the TV commercial?</li> <li>▪ What creative techniques are used to attract your attention in the TV commercial?</li> <li>▪ How might other people understand or interpret the TV commercial differently than I do?</li> <li>▪ What lifestyles, values, and points of view are represented in or omitted from this TV commercial?</li> <li>▪ Why is the TV commercial being broadcast? What is its purpose?</li> <li>▪ How did you do? Rate your work on a scale of 1 to 5, with 5 as the highest score. Then write a brief</li> </ul>	

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				<p>evaluation of your work below. Note what you learned and what challenged you.</p> <ul style="list-style-type: none"> <li>▪ Read the instructions for this self-checked activity. Type in your response to each question, and check your answers. At the end of the activity, write a brief evaluation of your work.</li> <li>▪ The US Bureau of Labor Statistics is a federal agency that measures economic activity, tracks wages in the labor market, and assesses working conditions. Visit the healthcare section of the bureau’s website and browse the occupations listed. Select an occupation that interests you and research the occupation, starting with the information provided on this site. Using the facts from the bureau and your additional research, write a persuasive essay to an adult in your life about why it’s a good career for you. Write two to three paragraphs with about 75 words in each paragraph.</li> <li>▪ How did you do? Rate your work on a scale of 1 to 5, with 5 as the highest score. Then write a brief evaluation of your work below. Note what you learned and what challenged you.</li> </ul>	
Evolution of Sports	In this lesson, you will describe the development of sports and	<ul style="list-style-type: none"> <li>▪ Evolution of Sports:               <ul style="list-style-type: none"> <li>○ Discussion</li> <li>○ Tutorial</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Calculator</li> <li>▪ Dictionary</li> <li>▪ Highlighter</li> <li>▪ Click to Speak</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read the instructions for this self-checked activity. Type in your response to each question, and check your answers. At the end of the activity, write a brief evaluation of your work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lesson Activities: Self-Evaluations</li> </ul>

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	<p>summarize the impact of globalization and technology on the sports industry.</p>	<ul style="list-style-type: none"> <li>○ Unit Activity: Lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>■ Translate</li> <li>■ Discussion Board</li> <li>■ Slide Narration</li> <li>■ Glossary</li> </ul>	<ul style="list-style-type: none"> <li>■ On August 1, 2001, Korey Stringer died from heat stroke while playing professional football. Stringer was participating in outdoor practice during a training camp in southern Minnesota. In light of Stringer’s death, and others like it, sports organizations at all levels have raised their awareness about preventing heat-related illness.</li> <li>■ Study the Guide to Heat Illnesses chart at the bottom, which is based on outdoor temperature and humidity. Coaches who use this line graph to plan practices and games can determine at a glance whether players will wear helmets, pads, and long pants or shorts. Use the line graph and its legend to answer the questions that follow. You might find it helpful to view the graph at 75 percent of its original size as you work through the questions.</li> <li>■ A football team is practicing outdoors in June. It is 5:00 p.m., the relative humidity is 60 percent, and the day is partly cloudy. What is the maximum temperature at which the team is allowed to practice in helmets, shoulder pads, and shorts?</li> <li>■ A football team is practicing outdoors in October. The temperature is 86°F, and the relative humidity is 40 percent. It is noon, and the day is bright and sunny. What is the maximum amount of equipment that the players are allowed to wear? List the equipment by name. What is the minimum frequency of breaks that the players must be granted to drink fluids?</li> </ul>	<ul style="list-style-type: none"> <li>■ Mastery Test</li> <li>■ Unit 3 Post Test</li> <li>■ Physical Education v2.0 End-of-Semester Test</li> </ul>

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				<ul style="list-style-type: none"> <li>▪ A football team is practicing outdoors in August. The temperature is 94°F, and the relative humidity is 80 percent. What steps must the coach take to prevent heat-related illness in his players on this day?</li> <li>▪ A football team is practicing outdoors at 9:00 a.m. on September 5. It is sunny, and the relative humidity is 50 percent. Within what temperature range must the players practice in shorts only?</li> <li>▪ A football team is practicing outdoors in June. The temperature is 85°F, and the relative humidity is 60 percent. It is 2:00 p.m., and the day is bright and sunny. What is the maximum amount of equipment that the players are allowed to wear? List the equipment by name. What is the minimum frequency of breaks that the players must be granted to drink fluids?</li> <li>▪ How did you do? Rate your work on a scale of 1 to 5, with 5 as the highest score. Then write a brief evaluation of your work below. Note what you learned and what challenged you.</li> <li>▪ Read the instructions for this self-checked activity. Type in your response to each question, and check your answers. At the end of the activity, write a brief evaluation of your work.</li> </ul> <p style="text-align: center;"><b>Question Answer Question Answer</b></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 0 10px;">1</td> <td style="padding: 0 10px;">A</td> <td style="padding: 0 10px;">7</td> <td style="padding: 0 10px;">C</td> </tr> <tr> <td style="padding: 0 10px;">2</td> <td style="padding: 0 10px;">C</td> <td style="padding: 0 10px;">8</td> <td style="padding: 0 10px;">B</td> </tr> </table>	1	A	7	C	2	C	8	B	
1	A	7	C										
2	C	8	B										

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				<p style="text-align: center;">           3    B            9    C            4    A            10   B            5    C            11   C            6    A         </p> <ul style="list-style-type: none"> <li>▪ Review any answers that you highlighted in part a. Then do some research on concussions and mild traumatic brain injury. Based on your research, you may change your answers in part a, if you wish. What new ideas have you learned regarding the prevention of concussions that you didn't know before? Include at least two new ideas.</li> <li>▪ How did you do? Rate your work on a scale of 1 to 5, with 5 as the highest score. Then write a brief evaluation of your work below. Note what you learned and what challenged you.</li> <li>▪ Read the instructions for this self-checked activity. Type in your response to each question, and check your answers. At the end of the activity, write a brief evaluation of your work.</li> <li>▪ Through the years, technology has improved the design of sports apparel and sports equipment. These improvements have resulted in higher levels of protection and performance for athletes. Olympic athletes are some of the key beneficiaries of this new technology. Watch this video on the science of the Olympic Winter Games to learn how competition suits</li> </ul>	

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				<p>are shaving fractions of seconds from Olympic time trials. Then answer these questions.</p> <ul style="list-style-type: none"> <li>▪ Which type of force is the one of the greatest enemies of athletes in the Olympic Winter Games? In what other situations does this force exist outside of the world of sports? Write a paragraph that is about 100 words long.</li> <li>▪ Explain two ways in which scientific ideas or scientific equipment have helped athletes gain a competitive edge in the Olympic Winter Games. Write a paragraph that is about 100 words long.</li> <li>▪ Intuition might tell us that rough surfaces on clothing would inhibit the speed of an Olympic athlete. Why is this line of thinking not true in some cases? How can controlled roughness actually promote speed? Write a paragraph that is about 100 words long.</li> <li>▪ Imagine you are an Olympic speed skater. Explain which kinds of clothes you should wear to increase your speed. Other than air resistance on clothing, what other forces are working against your speed? What are some ideas for reducing these other forces? Write a paragraph that is about 100 words long.</li> <li>▪ Olympic ski jumping suits are designed like kites. They are tailored to catch air that can help lift the skier higher into the atmosphere. Why do the suits still appear tight to the skiers' bodies and not more expansive, like a kite? Explain your thinking. Write a paragraph that is about 100 words long.</li> </ul>	

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				<ul style="list-style-type: none"><li data-bbox="1070 336 1774 472">How did you do? Rate your work on a scale of 1 to 5, with 5 as the highest score. Then write a brief evaluation of your work below. Note what you learned and what challenged you.</li></ul>	