

# COMMUNITY UNIT SCHOOL DISTRICT 200

## Leisure and Recreation Activities

High School – Grade: 12

Intermediate Level – Multiple Semesters

Elective

**1. Subject Expectation (State Goal 19)      The student will acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Demonstrate physical competency skills in individual and team sports, creative movement, leisure and work-related activities</b>
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Critical Content	19.A.5	a. demonstrate knowledge and skills in a self-selected individual sport, a team sport, create movement and work related activities
		<ul style="list-style-type: none"><li>• in leisure/individual activities, students will be able to demonstrate and execute various advanced techniques (i.e., spin, placement, accuracy and pace) in the participation of activities such as badminton, tennis, pickleball, golf, cross country skiing and bowling, and other leisure time activities.</li><li>• in work-related environments, students will be able to demonstrate proper exercise skills associated with the enhancement and maintenance of functional, lifetime muscle/skeletal and cardiovascular health</li></ul>

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Analyze various movement concepts and applications</b>
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Critical Content	19.B.5	a. apply the principles of efficient movement to evaluate personal performance
		<ul style="list-style-type: none"><li>• fitness training - the ability to understand and apply correct bio-mechanical training methods and techniques necessary to achieve lifetime fitness (with fitness equipment)</li><li>• leisure/sports activities – the ability to understand and demonstrate various game-play movements associated with successful participation in sports and leisure-time activities</li></ul>

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Apply the knowledge of rules, safety and strategies during physical activities</b>
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Critical Content	19.C.5a	a. select components (e.g., equipment, boundaries, number of players,
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rules) which promote participation in novel or original physical activities

- choose and modify the necessary components which enhance the participation and competitiveness in physical activities
  - equipment choice and usage
  - boundary conditions and adaptations
  - individual talents and strengths (maximizing participation)
  - rules, etiquette and strategies of game play
- develop facility partnerships (i.e., Arrowhead Golf Course, Fox Bowl, Wheaton Bowl) with community agencies. Students will be able to use equipment applicable to the sport as assigned per unit

- 19.C.5b b. analyze and apply complex offensive, defensive and cooperative strategies for selected games and sports
- select and apply typical offensive and defensive strategies for leisure activity and sports interests
    - select the “best ball” in a game of scramble golf
    - utilize a doubles court coverage in racquet activities
    - apply a strategy to pick up the “split” in bowling
  - select and apply proper safety and strategies for fitness training
    - apply a personal pace to long distance cardiovascular running
    - establish progression in exercise workouts by using current fitness assessment data.
    - use correct bio-mechanical position and methods in exercise training sessions

**2. Subject Expectation  
(State Goal 20)**

**The student will achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Know and apply the principles and components of health-related fitness</b>
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- Critical Content    20.A.5    a. implement and individualized health-related fitness plan which includes the principles of training
- design and implement an individualized health-related fitness plan; including the components of health-related fitness, associated health benefits and corresponding principles of training
    - muscle fitness training
    - cardiovascular endurance training

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Assess individual fitness levels</b>
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- 20.B.5a    a. collect and interpret health-related fitness data over a period of time, with and without the use of technology
- prepare an individual health-related fitness profile based on wellness assessment protocols obtained through TriFIT Wellness Technologies including:

- strength/endurance muscle assessments/training sessions
  - cardiovascular assessments/training sessions
  - Health and Fitness Evaluations
  - Fitness Training Workouts w/proper F.I.T. principles
  - Nutrition/Weight Management strategies
- \* • assess and evaluate health-related fitness data over a period of time by comparison of a pre/post analysis, such as:
- comparison of cardiovascular max VO2 fitness category between a pre/post test in the 12 min. run; 12 min. bike test; or other CV testing protocol
  - comparison of resting, active and recovery heart rates using a Polar Heart Rate Monitor over a training period

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan</b>
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| Critical Content | 20.C.5a | <p>a. set realistic, long-term, health-related fitness goals based on an individual profile</p> <p>* • interpret the results of physical fitness assessments, utilizing the information to develop individual fitness long term goals specifically in the areas of cardiovascular health, muscle fitness improvement, and weight management strategies, such as:</p> <ul style="list-style-type: none"> <li>– cardiovascular fitness improvement to show increase in F.I.T. training design so as to move a student into at least the “good” fitness category</li> <li>– muscle fitness improvement to show an increase in the F.I.T. training principles so as to move a student’s result into at least the “good” fitness category</li> <li>– weight management strategies will demonstrate a plan to improve body composition fitness level, blood pressure screening results, lower any high-cholesterol levels, increase quality and quantity of exercise sessions</li> </ul> |
|                  | 20.C.5b | <p>b. understand how aging, illness and injury affect physical activity</p> <p>* • identify and demonstrate the moderation of physical activity as a person ages, such as:</p> <ul style="list-style-type: none"> <li>– adapt a cardiovascular exercise program using the F.I.T. principles for a adult individual</li> <li>– analyze, plan and implement a continual fitness plan during your growth changes in high school age ( grades 9-12)</li> </ul>   |

**Subject Expectation  
(State Goal 21)**

**The student will develop team-building skills by working with others through physical activity.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Demonstrate individual responsibility during group physical activities</b>
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| Critical Content | 21.A.5 | <p>a. demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity)</p> |
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- demonstrate individual leadership skills through the various team-building strategies in physical settings, such as displaying:
  - etiquette of activity during participation
  - fair play
  - self-officiating
  - coaching of others
  - organizing a group effort (i.e., team strategies, dance group choreography)
  - cooperative efforts in activities

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Demonstrate cooperative skills during structured group physical activity</b>
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| Critical Content | 21.B.5 | <ul style="list-style-type: none"> <li>a. demonstrate when to lead and when to be supportive to accomplish group goals           <ul style="list-style-type: none"> <li>• identify and evaluate factors in exercise adherence/compliance issues about themselves prior to, during and after physical participation</li> <li>• realize motivational and psychological factors involved with applying a successful effort, physical exertion in activity, positive/negative reinforcement, and recognition variables</li> </ul> </li> </ul> |
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