

**Physical Education  
Unit 19: Aerobics**

<p><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Students will learn the benefits of aerobics as a physical activity and a lifetime recreational activity.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ How to choose a video that suits your style?</li> <li>▪ What is heart rate?</li> </ul>
<p><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Basic Rules:</b> <ul style="list-style-type: none"> <li>○ Engaging videos should be selected.</li> <li>○ Each video integrates toning and firming to jazz, hip hop, tae bo, pilates, and zumba.</li> <li>○ Appropriate space is needed for movement.</li> <li>○ Heart rate should be kept in the target zone.</li> <li>○ Warm-up and cool-down should be included.</li> <li>○ All students move in same direction to avoid collisions.</li> <li>○ Water breaks should be included.</li> <li>○ If having difficult time with move, forget the arm movements and concentrate on footwork.</li> </ul> </li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Terms:</b> <ul style="list-style-type: none"> <li>○ beats per minute, cardiovascular, low impact, frequency, intensity, duration</li> </ul> </li> </ul>
<p><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Demonstrate correct form of movement. Each student must stay within their own limit.</li> <li>▪ Demonstrate correct technique of taking heart rate and applying use of target heart rate.</li> </ul>

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<p align="center"><b>Related Maine Learning Results</b></p>	<p><u>Health and Physical Education</u>  <b>G. Movement/Motor Skills and Knowledge</b>  <b>G1.Stability and Force</b>                  Students change their motion and the motion of objects by applying the principles of stability and force to modify their performance in games/physical activities.                  b. Use the principle of opposition, point of contact, and point of release to change the path of an object during a game/physical activity.  <b>H. Physical Fitness Activities and Knowledge</b>  <b>H1.Fitness Assessment</b>                  Students participate in a health related fitness assessment to establish personal fitness goals and reassess their fitness over time.  <b>H4.Physical Activity Benefits</b>                  Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regular participation in physical activity.  <b>I. Personal and Social Skills and Knowledge</b>  <b>I1.Cooperative Skills</b>                  Students demonstrate collaborative skills while participating in skill activities.                  a. Accept constructive feedback.                  c. Include peers respectfully in activities.  <b>I2.Responsible Behavior</b>                  Students demonstrate responsible and ethical personal behavior while participating in physical activities.</p>
<p align="center"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Have students choose different videos to try and find which aerobic exercise they may prefer.</li> <li>▪ Have class make own aerobic routine or video.</li> </ul>
<p align="center"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Assessment is based on students ability to follow video not on students coordination, flexibility, strength.</li> </ul>
<p align="center"><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Videos:</u> <ul style="list-style-type: none"> <li>○ <u>Pilates, Zumba, Abs of Steel, Billy Blanks</u></li> <li>○ <u>Tae Bo, Denise Austin</u></li> <li>○ <u>Sweating to the Oldies</u></li> </ul> </li> </ul>

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