

# MS PE Fitness

Content Area: **Health & Physical Education**  
Course(s): **Health I**  
Time Period: **September**  
Length: **1**  
Status: **Published**

## Unit Overview:

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Fitness learned in class will allow students to be able to go out into the community and be active. Whether they join a gym or not, they will know movements that can keep them fit. Fitness will not necessarily be a specific unit, rather it will be an ongoing part of the entire school year. Students will learn functional movements that will help them with everyday activities and thus everyday life. Proper squat technique to help with posture, proper deadlift technique to help with lifting things off the ground, and proper press technique for grabbing things overhead. The Fitness aspect of PE class will help with agility, balance, coordination, endurance, flexibility and strength. Learners will constantly be reminded that a balanced diet and being active is the best way to stay healthy. The ultimate goal of Fitness lessons to make movement fun!

## Essential Questions:

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1. How can regular physical activity help your Health Triangle (Physical, Mental, Emotional) in the short and long term?
2. What lifestyle habits are the best way for you to manage your weight, body composition and overall wellness?
3. What is the difference between aerobic and anaerobic style workouts?
4. How can an individual stop and check their heart rate during a workout?
5. Why are proper mechanics so important when completing a movement?

## Enduring Understandings:

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1. Short term benefits of physical activity: more energy, heart & lungs work more efficiently, strengthens bones, helps coordination & balance, maintain healthy weight, handle stress and everyday challenges, higher self-esteem, concentrate in school, meet new people, willingness to work as a team.

Long-term benefits of physical activity: live longer and healthier life, lower risks for disease (diabetes, heart/vascular), lower risk of depression, more likely to be at a healthy weight, increase job performance

2. Eating in moderation is the best way to diet. Do not cut out your favorite foods entirely but try to eat on a 75-25 rule (75% of your meals/snacks are healthy and 25% are whatever you want). The other part of the equation is by being active. Active people can eat afford to eat more than less active people because they burn more calories and have a higher metabolism.

3. Aerobic workouts or activities are longer in nature and will demand large amounts of oxygen (track workouts). Anaerobic workouts use little oxygen and are more explosive in nature (broad jumps, slam balls etc). Some workouts call for a combination of both (EMOMS).
4. An individual can check their heart rate by placing their pointer and middle finger on the inside of their wrist or on the side of their neck to find a pulse. While looking at a clock, count each thud for 10, 15, or 30 seconds (your preference) and then multiply by a number to get to 60 seconds.
5. Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong activity. Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. Proper mechanics also lowers the risk of injury.

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### **Standards/Indicators/Student Learning Objectives (SLOs):**

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HE.6-8.2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
HE.6-8.2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
HE.6-8.2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
HE.6-8.2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.  Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

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### **Lesson Titles:**

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Lesson 1 - Fitness Terminology

Lesson 2 - Proper Mechanics of movements

Lesson 3 - Teacher Created Workouts

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### **Career Readiness, Life Literacies, & Key Skills:**

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WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the

	labor market.
TECH.9.4.2.CT	Critical Thinking and Problem-solving
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive). Different types of jobs require different knowledge and skills. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

## **Inter-Disciplinary Connections:**

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SCI.MS.PS2.A	Forces and Motion
SCI.MS.LS1.A	Structure and Function

## **Equity Considerations**

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### **Amistad Mandate**

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Topic: Racism in Sports

Materials Used: <https://www.nbcnews.com/news/world/english-soccer-has-been-blighted-racism-also-leads-charge-against-n1274180>

Addresses the Following Component of the Mandate: There are implicit biases and stereotypes across all sports, especially soccer. This article shares how a black soccer player was criticized for playing the sport and mocked when making mistakes in games, regardless of the skills that got him to the professional level.

- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in the Country

### **Holocaust Mandate**

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Topic: Equal pay for women in sports.

Materials Used: <https://www.nytimes.com/2022/02/22/sports/soccer/us-womens-soccer-equal-pay.html>

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust studies
- Prejudice

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## **LGBTQ and Disabilities Mandate**

Topic (Person and Contribution Addresses): Zion Clark - Born without legs. Has set record for fastest 20 m race using only hands. Has sights set on both Olympic and Paralympic Games.

Materials Used: <https://www.shape.com/celebrities/interviews/zion-clark-accessible-fitness-fitxr>

Addresses the Following Component of the Mandate: Disability

- Economic
- Political
- Social

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## **Climate Change**

<https://www.commonwealthfund.org/publications/explainer/2022/may/impact-climate-change-our-health-and-health-systems>

This article shares the importance of being aware of climate change as it relates to physical and mental health. Being in good health, and being able to adapt to ever-changing weather conditions is a key part of living and long, healthy life.

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## **Asian American Pacific Islander Mandate**

Topic (Person and Contribution Addresses): Younghoe Koo, Asian American NFL field goal kicker.

Materials Used: [https://www.espn.com/nfl/story/\\_/id/30588259/how-younghoe-koo-career-went-nfl-nightmare-pro-bowl](https://www.espn.com/nfl/story/_/id/30588259/how-younghoe-koo-career-went-nfl-nightmare-pro-bowl)

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

## **Alternative Assessment**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Benchmark Assessment**

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Writing prompt

Skills Based Assessment

Reading response

## **Summative Assessment:**

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- Alternative Assessment
- Benchmark
- Marking Period Assessment

## **Resources & Materials:**

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Variety of Fitness Equipment:

Track

Medicine Balls

Slam Balls

Pull-Up structure

Agility ladder

KB's

Rubber Bars (6-8-12#)

Jump Ropes

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### **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

1. The students will be able to execute a workout that is prescribed to them.
2. The students will be able to critique their own and their peers movements.
3. The students will be able to differentiate between an "aerobic" style workout and an "anaerobic" style workout.

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### **Formative Assessment:**

- Anticipatory Set
- Closure
- Warm-Up

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### **Modifications**

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### **ELL Modifications:**

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student

- Read test passages aloud (for comprehension assessment)
- Vary test formats

### **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

### **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

### **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **Technology Materials and Standards**

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TECH.8.1.8

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

## **Computer Science and Design Thinking Standards**

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