Unit 08: Fitness

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 20**
Length: **3 Weeks**
Status: **Published**

Unit Overview

Students will learn the terms and definitions for the different components of fitness. They will identify which activities in the unit work each fitness component. The unit will consist of individual and team activities designed to strengthen students' skeletal and circulatory systems. Students will learn that being physically fit can improve one's quality of life and can help extend life expectancy.

Standards

HPE.2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
HPE.2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.
HPE.2.1.4.A.CS1	The dimensions of wellness are interrelated and impact overall personal well-being.
HPE.2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE.2.5.4.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
HPE.2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
HPE.2.6.4.A.3	Develop a health-related fitness goal and track progress using health/fitness indicators.
HPE.2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
HPE.2.6.4.A.CS1	Each component of fitness contributes to personal health as well as motor skill performance.

Essential Questions

1. What does it mean to be physically fit?

2.Why is physical fitness important for me?

3. How can I stay physically fit outside of physical education?

Application of Knowledge and Skills...

Students will know that...

- 1. fitness vocabulary appropriate to the unit.
- 2. the difference between strength and endurance.

Students will be able to...

- A. Perform exercises, such as push-ups, sit-ups, jumping jacks, mountain-climbers, and line-jumps, using proper form.
- B. Properly follow and complete a fitness circuit with a group.
- C. Safely move in a large group when participating in endurance activities.
- D. Demonstrate understanding of the rules and safety procedures that are required during various fitness activities.

Assessments

• Fitness Pre-Test - Diagnostic: Instructional/Assessment Focus - Students will be asked to identify and give examples of different muscles that are usually worked during physical activity. 2.1.2.A.2 2.5.2.A.1 2.5.2.A.2 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2 2.6.2.A.3

• Physical Fitness Test - Formative: Exhibition - A fitness test in which students must perform a designated number of fitness activities. 2.1.2.A.2 2.5.2.A.1 2.5.2.A.2 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2 2.6.2.A.3

Activities

- Stretching Exercises: students will participate in exercises that help to increase flexibility.
- Fitness Circuit: students will perform different fitness exercises, such as sit-ups, push-ups, mountain-climbers, squats, etc.
- Sharks and Surfers: students must run to different mats ("islands") to avoid the students who are sharks. If they are tagged, they become sharks.
- Four-Corner Fitness: A game using the four corners of the gym, in which players must run to a different corner as fast as they can when a signal is given.
- Fitness Games: A series of activities, including Wonder Ball, Card Sharks, Calorie Busters, Shopping

Cart, and Hideout, that promote healthy living and physical fitness.

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
  - Modifications & accommodations as listed in the student's IEP
  - Assign a peer to help keep student on task
  - Modified or reduced assignments
  - Reduce length of assignment for different mode of delivery
  - Increase one-to-one time
  - Working contract between you and student at risk
  - Prioritize tasks
  - Think in concrete terms and provide hands-on-tasks
  - Position student near helping peer or have quick access to teacher
  - Anticipate where needs will be
  - Break tests down in smaller increments
- Content specific modifications may include:

- Students having difficulty will be encouraged to complete each exercise at their own pace and to focus on proper form rather than on the number of repetitions.

Differentiation for ELL's:

- General modifications may include:
  - Integrate activities into thematic units
  - tap the student's prior knowledge and experience, which may be different from other students in the class
  - teach learning strategies and scaffold complex texts
  - organize students into a variety of learning groups
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: push-ups, sit-ups, jumping jacks, mountain climbers, and line jumps

Differentiation to extend learning for gifted students may include:

Integrated/Cross-Disciplinary Instruction

- Mathematics connection: score-keeping during games.
- Health connection: identify healthy foods and how to help someone become more fit.

Resources

- PEcentral.org
- Teachphysed.com
- Teacher-created handouts, activities, and lessons
- Gym mats and noodles

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.