Unit 08: Physical Fitness Testing

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 27**
Length: **4 Weeks**
Status: **Published**

Unit Overview

During this unit, the students will test and record their personal fitness levels as demonstrated in various exercises. The activities in this fitness unit are provided to improve strength, flexibility, and cardiovascular endurance. The students will compare their fall and spring results.

Standards

HPE.2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
HPE.2.1.6.A.CS1	Staying healthy is a lifelong process that includes all dimensions of wellness.
HPE.2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
HPE.2.5.6.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.2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
HPE.2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
HPE.2.5.6.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

Essential Questions

1. Why is it important to be physically active?

2. How can you improve your level of physical fitness?

3 How is fitness important to daily life activities?

Application of Knowledge and Skills...

Students will know that...

- 1. lifelong fitness begins with skills and habits developed in childhood.
- 2. fitness can be improved through healthy lifestyle choices.
- 3. proper exercise techniques are important to help avoid injuries.

Students will be able to...

- A. Describe the importance of lifelong fitness.
- B. Demonstrate flexibility, cardiovascular endurance, and strength.
- C. Explain the proper exercise techniques that will help to prevent injuries.
- D. Apply skills and knowledge to improve fitness levels.

Assessments

Fitness Vocabulary Terms Pre-Assessment
Diagnostic: Instructional/Assessment Focus
Students will match up terms and pictures on flash cards and will construct a sentence about each fitness technique.
2.5.4.A.1, 2.5.4.C.2

Presidential Fitness Challenge
Summative: Exhibition
Students will circulate to stations, performing the fitness activity for their age as prescribed by the National Government. A checklist will be used to record technique and repetitions.
2.1.4.A.2, 2.5.4.A.1, 2.5.4.C.2, 2.6.4.A.2

Fitness Record
Formative: Running Record
Students will keep a running record of their fitness skills. At the end of the year, they will determine their progress in each skill.
2.1.4.A.2, 2.5.4.A.1, 2.5.4.A.2, 2.5.4.C.2, 2.6.4.A.2
Fitness Testing Website

Activities

- Fitness Test: Sit-Ups and Push-Ups: Students will complete as many as possible in one minute and record their total.

- Fitness Test Two: Shuttle Runs and Sit and Reach: Students will complete as many as possible in one minute and record their total.
- Half-Mile Run: Students will pace themselves to complete a half-mile run. They will record their time and compare/contrast it to previous times.
- Overtake Tag: Students will be divided into four teams. Each team member will race around the cones and try to tag the person in front of him/her.
- Fitness Monopoly: Students will start on a poly spot on the board. When the teacher rolls the dice, the students will advance that many spaces and perform the corresponding exercise.

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:
  - Provide one-on-one instruction and/or additional time.
  - Students act as fitness buddy and explain/demonstrate techniques to other students.

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: flexibility, cardiovascular endurance, and strength

Differentiation to extend learning for gifted students may include:

- Students act as fitness buddy and explain/demonstrate techniques to other students.

Integrated/Cross-Disciplinary Instruction

- Computer literacy connection: maintain a fitness diary to compare and contrast how they have progressed.

Resources

- www.presidentschallenge.org
- Ready to use, P.E. Activities. Joanne M. Landy and Maxwell J. Landy, Parker Publishing Company, 1992
- www.pecentral.com
- www.teachphysed.com
- Awesome Elementary School Physical Education Activities, Cliff Carnes, 1983

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.