Unit 1: Fitness - Grade 3

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Marking Period 1**
Length: **1st and 2nd Marking Period**
Status: **Published**

Unit Overview

At the beginning of the third grade gifted fitness unit, students will pretest themselves on the FitnessGram Fitness Tests. The students will record their scores and make realistic goals to accomplish by the end of the second marking period. Based on these goals, the instructor will implement a fitness program for the students to log and follow to be able to reach their goals. The students will maintain a fitness log to track their progress at school and at home. Throughout the semester, students will retest part of the FitnessGram to see if they are making progress toward their goals, reflect on their progress, and adjust their strategies and goals as needed. The students will be tested again at the end of the second marking period to see if they reached their goals.

Standards

HPE.2.1.4	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
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.B.2	Differentiate between healthy and unhealthy eating practices.
HPE.2.1.4.E.CS1	Many factors at home, school, and in the community impact social and emotional health.
HPE.2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.
HPE.2.2.4.B.1	Use the decision-making process when addressing health-related issues.
HPE.2.2.4.B.2	Differentiate between situations when a health-related should be made independently or with the help of others.
HPE.2.2.4.B.4	Develop a personal health goal and track progress.
HPE.2.2.4.B.CS1	Many health-related situations require the application of a thoughtful decision-making process.
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.CS1	Each component of fitness contributes to personal health as well as motor skill performance.

Essential Questions

- Why is it so difficult to become healthy and physically fit?
- Why is it even harder to stay healthy and physically fit?

- How can I set challenging fitness goals that help me stay committed to wellness?
- What activities and actions will help me reach my goals?

Application of Knowledge: Students will know that...

- being physically fit helps them in other parts of their lives.
- they can reach their goals if they work hard and put their mind to it.
- they have to exercise on their own to be able to reach their goal
- tracking their progress will help reach their goals.

Application of Skills: Students will be able to...

- apply fitness activities outside of school to reach their goals.
- improve their fitness scores
- understand it takes hard work to reach goals
- understand the importance of being physically fit.
- understand the strategy implemented to reaching their goals.

Assessments

Students will use:

- Work Folders - ongoing
- FitnessGram Pre Scores - September
- FitnessGram Post Scores - January
- Fitness/Activity logs - ongoing
- Final Report of goals achieved - End of Second MP

Suggested Activities

FitnessGram Tests (Running Pacer, pushup, situp, sit and reach)

Circuit Training

Sprints

Rock Wall

Push up training mat

CrossFit

Aerobic Videos

Suggested home activities

Bike Riding

Workout videos

Running the track

Swimming

Hiking

After school sports

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: modified push ups, modified situps, spotters, peer assistance, teacher assistance, different weights

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: cardiovascular endurance, muscular strength, muscular endurance, flexibility, heart rate, resting heart rate, aerobic, anaerobic

Differentiation to extend learning for gifted students may include: chromebook research, websites to extend learning, peer mentoring, peer leadership, FitnessGram assessment scores with counrty

Integrated/Cross-Disciplinary Instruction

Integrated instruction will include using the Chromebooks to record their scores, a notebook to write their home fitness progress, using math to read their numbers, and workout videos for exercising.

Resources

www.pecentral.com

www.fitnessgram.net

www.kidshealth.org

www.presidentschallenge.org

www.mypyramidtracker.org

www.google.com

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through

	their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.