Unit 1: Fitness - Grade 4

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

Unit Overview

The Fourth grade gifted and talented physical education students will perform various exercises including the FitnessGram fitness tests and then analyze their performance. They will set measurable goals and try to reach those goals by recording and charting their heart rates and assessment results. The students will plan various vigorous activities and record their heart rates in a journal and chart them to compare results. The students will understand and apply various ways to improve their fitness levels using physiological symbols of exercise. At the end of the second marking period the students will write a final report explaining their findings. The fourth graders will participate once a week, every other week in school, but maintain their progress toward fitness goals at home.

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?

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)

Cuircut 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 for ELL may include: cardiovascular endurance, muscular strength, muscular endurance, flexibility, heart rate, resting heart rate, aerobic, anaerobic

Differentiation for gifted learners may include: peer modeling, peer teaching, teacher assistant, in depth fitness logs, chromebook research

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 videos for exercising.

Resources

www.pecentral.com

www.fitnessgram.net

www.kidshealth.org

www.presidentschallenge.org

www.mypyramidtracker.org

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.