Unit 2: Fitness

Content Area: **PE/Health**
Course(s): **PE 7**
Time Period: **DecJan**
Length: **7th Grade**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Comprehensive Health/Physical Education Grade 8

Fitness

Belleville Board of Education

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Unit Overview

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical 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.
- Understand basic skills and cognitive concepts that will enable them to participate in fitness testing activities.
- Understand that muscular strength, endurance, flexibility, and cardiovascular endurance are major components of a quality physical education program.

Enduring Understanding

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Essential Questions

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- How can we use fitness data to improve our overall fitness levels?
- How can we increase our heart rate by choosing different aerobic activities?
- How can goal setting influence health and fitness in my life?
- How can I help friends and family to be healthy and fit?
- What is my Body Mass Index (BMI), and what does it mean?
- What role does exercise play in physical fitness?
- What are the steps and key components for developing a physical fitness program to have life-long benefits?
- Why is it so difficult to become healthy and physically fit?
- Why is it even harder to stay healthy and physically fit?

Exit Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

- 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).
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- Analyze the social, emotional, and health benefits of selected physical experiences.
- Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

New Jersey Student Learning Standards (NJSLS-S)

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2.1.8.CHSS	Community Health Services and Support
	Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.
2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
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.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

Interdisciplinary Connections

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Learning Objectives

Students will be able to

- Understand that the fitness principles of muscular strength, endurance, flexibility, as well as cardiovascular endurance are all important parts of overall physical health.
- Evaluate record and analyze individual fitness data.
- Explain why it is important to be healthy and physically fit.
- Describe the importance of a warm-up and cool-down period when participating in physical activity.
- Select appropriate activities for a warm-up and cool-down period when participating in physical activities.
- Apply the training principles of overload, progression and specificity to individual activity opportunities.
- Design a personal fitness program that will lead to or maintain an optimum level of flexibility, cardiovascular endurance, muscular strength, muscular endurance, and body composition.

Suggested Activities & Best Practices

-Components of Fitness

-Muscular Endurance
-Muscular Strength
-Cardio Vascular Endurance
-Flexibility

TACKLING CLIMATE CHANGE THROUGH CREATIVE PHYSICAL ACTIVITY
Practice climate-related creative physical activity in class, for example, as part of warming up. Ask students to imitate different movements. Discuss what types of movements can be found on the Earth. Inspiration might come from, i.e. tornados, floods, coal power stations, heat engines, wind farms, rainfalls, bicycles, trains, buses, aeroplanes, coalmines, solar radiation etc.

Assessment Evidence - Checking for Understanding (CFU)

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to access students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals).

Think, pair, share-formative assessment

Unit test-summative assessment

Written report-alternate assessment

Create a Multimedia poster-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's

- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

- Assortment of Physical Education equipment
- Teacher web–based search engines
- Audio/visual equipment

Student fitness charts, stopwatches, floor mats, cones, blocks, pull-up bar, sit-and-reach

box/board, skill test descriptions chart, health related fitness components chart, cones, batons, four square ball, dry erase board, jump rope, weights, music

Ancillary Resources

Exit Slips
Rubrics
Self Assessment Worksheets

Technology Infusion

Upon completion of this sections, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

- Microsoft Office 365
- Google classroom
- Chrome books
- Youtube



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

Media Literacy
Life and career skills
Critical Thinking and problem solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

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Please list only the **21st Century Skills** that will be incorporated into this unit.

Civic Literacy

Health Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Peer Groupings

Various different equipment

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe

- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

Peer Groupings

Various different equipment

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

Peer Groupings

Various different equipment

- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

Peer Groupings

Various different equipment

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests

- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

Peer Groupings

Various different equipment

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Fitness

NJSLS:

See linked standards

Interdisciplinary Connection:

ELA

Statement of Objective:

SWBAT Demonstrate the individual steps for the Grades 6-8 Fitness Routine
SWBAT Demonstrate Warm-up Routine
SWBAT Cooperate with a learning team to reach a goal
SWBAT Make a fitness contract based on Fitness Routine
SWBAT State reasons why fitness is important
SWBAT Participate in fitness activities independently
SWBAT Practice various circuits to increase muscular strength and endurance

Anticipatory Set/Do Now:

Play music and allow students to move through out the gym in any way they choose. Tell them to get crazy and dance

Learning Activity:

Components of Fitness
-Muscular Endurance
-Muscular Strength
-Cardio Vascular Endurance
-Flexibility

Divide the students into groups of 2-4 students. Set up enough stations so all students are engaged at all times. (12)

1. Describe and demonstrate as needed the muscular strength, endurance, flexibilty, and cardio vascural exercises the students should be performing.
2. Students should show proper form when performing each of the exercises
3. Stations
    a.) Yoga- At this station students will perform various yoga stretches demonstrated to them VIA a worksheet
    b.) Hula-Hoops- Students will spend the time performing to the best of their ability Hula-hooping around the waist only
    c.) Cardio- Students will perform various cardio exercises as demonstrated and described on the poly spots. 7 Poly Spots Sets of 10
    d.) Rest - Students can use this time to rest, relax, reflect, and get water
    e.) Jump Rope- Students will jump rope to the best of their ability
    f.) Wall-sits- Students will do wall-sits for as long as possible for 3 sets.
    g.) Push-Ups- Students will perform sit-ups at their own speed either regular or modified depending on their ability
    h.) Core Exercises- Students will perform various core exercises as listed and described on the poly spots. Each core exercise must be performed to the best of thier ability
    i.) Box jumps- Students will perform box jumps on a 6 inch box and a 12 inch box. Sets of 10 and to the best of their ability (Modifications for students with injury or inabilty to perform this exercise) Step up instead of jump up

j.) Medicine ball Curls- Students will perform curls using one of two size medicine balls 3-5 lb or 10-12 lb. Sets of 10

k.) Dice Roll- Students will roll the exercise dice and perform the exercise listed and the number listed on the dice.

l.) Handball Toss- Students will work on Handball Tosses as if they were playing the game.

Student Assessment/CFU's:

1. Have a class discussion in the beggining and end of class testing the students ability to distinguish between the different types of fitness
2. Make sure the students are performing each exercise correctly
3. Have the students reflect on their fitness during the rest station allowing them to correct each others form and technique
4. Have the students create a fitness work out they can do at home (Modified to their homes)

Student Assessment/CFU's:

Student Self Assessments

Materials:

Listed above

21st Century Themes and Skills:

Media Literacy
Life and career skills
Critical Thinking and problem solving

Differentiation/Modifications:

Peer Groupings

Integration of Technology:

Chromebooks