PE8 Fitness & Lifetime Activities

Content Area: **Physical Education & Health**
Course(s):
Time Period: **Default**
Length: **32 days (Two Quarters)**
Status: **Published**

Unit Overview

Enduring Understandings

- Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
- A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T).
- Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.
- Feedback from others and self-assessment impacts performance of movement skills and concepts.
- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

Standards

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 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.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.
- 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.

Exemplar Learning Activities

Students will explore various fitness and lifetime activities to enhance their overall personal fitness levels and assume responsibility for personal health behaviors through physical activity throughout one’s lifetime.

Model activities may include...

- Fitness Warm-up & Conditioning
- Fitness Circuit
- Fitness Relays
- Aerobic Fitness
- Obstacle Course
- Pickle-ball
- Golf
- Disk Golf
- Bowling
- Spikeball

Materials

Core Materials:

- New Jersey CHPE Standards
- District provided material

Supplemental Materials:

- Spark Activities https://sparkpe.org/wscc/health-education
- EdPuzzle & YouTube instructional performance and athletic videos
- BrainPOP

Evidence of Learning/Assessment

Formative Assessment

- Teacher Observation
- Exit Tickets
- Self-Assessment
- Skill Assessment

Summative Assessment

- Quizzes
- Tests
- Projects
- Skill Assessment

Accommodations & Modifications

Special Education

Follow IEP Plan which may contain some of the following examples…

- Preferred location
- Questions read aloud
- Extended time for completing tasks
- Vocabulary support/ study guides
- Limit the number of questions
- Scribe

504

Follow 504 Plan which may contain some of the following examples…

- Preferred location
- Questions read aloud
- Extended time for completing tasks
- Vocabulary support/study guides
- Limit the number of questions
- Scribe

ELL

- Translation device/dictionary
- Preferred location
- Questions read aloud
- Extended time for completing tasks
- Vocabulary support/ study guides
- Limit the number of questions
- Scribe

At-risk of Failure

- Preferred location
- Questions read aloud
- Extended time for completing tasks
- Vocabulary support/ study guides
- Limit the number of questions
- Scribe

Gifted & Talented

- Tiered grouping

Interdisciplinary Connections

Dance

Dance

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question: Where do choreographers get ideas for dances?

Practice: Explore Performance Expectations: ● 1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study. ● 1.1.8.Cr1b: Explore various movement genres though the elements of dance. Identify and select personal preferences to create an original dance study.

Anchor Standard 2: Organizing and developing ideas. Enduring Understanding: The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers. Essential Question: What influences choice-making in creating choreography? Practice: Plan Performance Expectations: ● 1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices. ● 1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.

Anchor Standard 3: Refining and completing products. Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning. New Jersey Department of Education 25 June 2020Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work? Practice: Revise Performance Expectations: ● 1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, selfreflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent. ● 1.1.8.Cr3b: Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology. Performing

Anchor Standard 4: Selecting, analyzing, and interpreting work. Enduring Understanding: Space, time and energy are basic elements of dance. Essential Question: How do dancers work with space, time and energy to communicate artistic expression? Practice: Express Performance Expectations: ● 1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space. ● 1.1.8.Pr4b: Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing. ● 1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Enduring Understanding: The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. Essential Question: How is the body used as an instrument for technical and artistic expression? Practices: Embody, Execute Performance Expectations: ● 1.1.8.Pr5a: Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer. ● 1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body. ● 1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and nonvertical alignment. Maintain organization of the body while moving through space. ● 1.1.8.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates). ● 1.1.8.Pr5e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

Anchor Standard 6: Conveying meaning through art. Enduring Understandings: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements and audience that heightens and amplifies artistic expression. Essential Questions: What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance? Practice: Present Performance Expectations: ● 1.1.8.Pr6a: Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. ● 1.1.8.Pr6b: Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations. ● 1.1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance. ● 1.1.8.Pr6d: Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.

Anchor Standard 7: Perceiving and analyzing products. Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning. Essential Question: How is a dance understood? Practice: Analyze Performance Expectations: ●1.1.8.Re7a: Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent. ●1.1.8.Re7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.

Anchor Standard 8: Interpreting intent and meaning. Enduring Understanding: Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. Essential Question: How is dance interpreted? Practice: Interpret Performance Expectations: 1.1.8.Re8a: Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context.

Interpret using genre specific dance terminology.

Anchor Standard 9: Applying criteria to evaluate products. Enduring Understanding: Criteria for evaluating dance vary across genres, styles and cultures. Essential Question: What criteria are used to evaluate dance? Practice: Critique Performance Expectations: 1.1.8.Re9a: Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology. New Jersey Department of Education 28 June 2020Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Enduring Understanding: As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning. Essential Question: How does dance deepen our understanding of ourselves, other knowledge and events around us? Practice: Synthesize Performance Expectations: ●1.1.8.Cn10a: Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works. ●1.1.8.Cn10b: Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Questions: How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

Practice: Relate Performance Expectations: 1.1.8.Cn11a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.

Connections to NJSLS - English Language Arts

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-PS1-4)
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4)
- W.2.8Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1), (2-PS1-2), (2-PS1-3)

Connections to NJSLS - Mathematics

- MP.2 Reason abstractly and quantitatively. (2-PS1-2)

Connections to NJSLS - Science

5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Connections to NJSLS - Social Studies

6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).

Climate Change: Effects on the Natural World

- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.

Connection to NJDOE SEL Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Amistad Law:

N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. Historical figures in science and sports.

Holocaust Law:

N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Bullying and respect for others.

Asian American and Pacific Islander Studies Legislation:

Every board of education shall incorporate the information regarding the contributions of Asian American and Pacific Islander musicians to our country in an appropriate place in the curriculum of elementary and secondary school students.

Historical figures in science and sports.

DEI

Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards P.L. 2021 Ch 32.

LGTB & Disability

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36)

NJ Curriculum Mandates: Galloway Teacher Resource Crosswalk

Career Readiness, Life Literacies, and Key Skills

Critical Thinking and Problem Solving:

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Ready Practices

- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.