

# Unit 1: Physical Fitness

Content Area: **Physical Education**  
Course(s): **Health and Physical Ed**  
Time Period: **8 weeks**  
Length: **8 Weeks**  
Status: **Published**

## Unit Overview

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All students will apply skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

## Transfer

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Why do we need to maintain a healthy, physically fit lifestyle. If students realize what could happen if we are not healthy and physically fit, they can transfer the importance of why they are doing the activities.

## Meaning

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## Understandings

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Self assessment of each fitness skill.

Know the benefits from being physically fit.

Know/explain the elements of fitness.

## Essential Questions

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Why is it so difficult to become physically fit?

How does being physically fit affect others? Myself?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know the elements of fitness.

Students will know why it is important to become physically fit.

Students will know how to become physically fit.

### **Students will be skilled at...**

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Students will be able to perform all physical fitness tests.

Students will know various activities on how to become physically fit.

## **Academic Vocabulary**

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Endurance

flexibility

muscular strength

Pace

speed

agility

cardiovascular

## Learning Goal 1

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Be able to perform all the essential movements to complete the Physical Fitness Test.

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HPE.2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
HPE.2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

## Target 1

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TLW: demonstrate the ability to perform specific movements of the Fitness Test

- PACER(endurance)
- Shuttle Run(speed)
- Sit/Reach(flexibility)
- Plank/sit ups(abdominal strength)
- Pull ups/flex arm hang(upper body strength)

## Learning Goal 2

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The learner will be able to achieve/set personal fitness goals using the Physical Fitness Test.

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HPE.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
HPE.2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
HPE.2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.

## **Target 1**

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TLW: Understand how to set fitness goals

## **Target 2**

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TLW: demonstrate how to engage in activities to increase physical fitness

## **Summative Assessment**

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Physical Fitness Testing

self assessment

## **21st Century Life and Careers**

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Students are introduced to 21st Century Life Skills that are critical, for personal, academic and social development. They are also introduced to career awareness information and to basic personal financial literacy skills.

WORK.K-4.9.1.4.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.K-4.9.1.4.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
WORK.K-4.9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
WORK.K-4.9.1.4.A.2	Evaluate available resources that can assist in solving problems.
WORK.K-4.9.1.4.A.3	Determine when the use of technology is appropriate to solve problems.
WORK.K-4.9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
WORK.K-4.9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

## **Formative Assessment and Performance Opportunities**

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Students will self assess and will be given multiple opportunities for improvement.

## **Differentiation/Enrichment**

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Students are provided with an opportunity to be successful through the use of equipment, teacher monitoring/assessing, and peer assessment.

## **Unit Resources**

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PACER TEST

Laptop

mats

stop watch

pull up bar

cones

projection device

music

various pieces of equipment