

# Fitness III (8)

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **6 weeks**  
Length: **6 Weeks**  
Status: **Published**

## **Fitness III**

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Fitness is a great activity to build a student's cardiovascular endurance, muscular strength and flexibility, as well as their ability to cooperate with classmates to achieve a common goal. In this unit, students will work to improve their own personal fitness in cooperative and individual activities.

## **Transfer**

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Students will be able to independently use their learning to...

- Participate successfully in individual and cooperative fitness activities to enjoy the physical, social and mental benefits of exercise. These fitness activities are meant to improve their overall health and wellness.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## **Meaning**

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## **Understandings**

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Students will understand...

- How to identify the social, emotional and health benefits of exercise.
- How to explain and apply the FITT training principles to improve physical fitness.
- How to modify their fitness activities to meet their personal level of fitness.
- How to identify influences that impact their personal fitness level.

## **Essential Questions**

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Students will keep considering...

- How developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- How to assess and apply health data to enhance each dimension of personal wellness.

## **Application of Knowledge and Skill**

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

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Students will know.

- sportsmanship rules while playing a competitive and cooperative fitness games.

- the health related fitness components related to playing fitness games.
- the health related fitness components related to building on one's personal physical fitness.

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

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Students will be skilled at...

What discrete skills and processes should students be able to use?

### **Academic Vocabulary**

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### **Learning Goal 1**

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Students will identify the social, emotional and health benefits of exercising.

HPE.2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
HPE.2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

### **Target 1**

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Students will identify ways to improve their own personal fitness level.

### **Learning Goal 2**

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Students will modify their fitness activities to meet their personal level of fitness.

HPE.2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
HPE.2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that

includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

HPE.2.5.8.A.4

Detect, analyze, and correct errors and apply to refine movement skills.

## **Target 1**

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Students will identify their own strengths and weaknesses.

## **Learning Goal 3**

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Students will identify influences that impact their personal fitness level.

HPE.2.5.8.A.1

Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

HPE.2.5.8.A.2

Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

HPE.2.5.8.A.3

Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

HPE.2.5.8.A.4

Detect, analyze, and correct errors and apply to refine movement skills.

## **Summative Assessment**

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Pacer Test

Sit and Reach Test

Sit-up test

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

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WORK.5-8.9.1.8.1

Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.

WORK.5-8.9.1.8.2

Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.

WORK.5-8.9.1.8.B.1

Use multiple points of view to create alternative solutions.

WORK.5-8.9.1.8.C

Collaboration, Teamwork and Leadership

WORK.5-8.9.1.8.C.1

Determine an individual's responsibility for personal actions and contributions to group activities.

### **Formative Assessment and Performance Opportunities**

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The teacher will monitor students during individual and cooperative physical fitness activities and games. Feedback, demonstration and practice will be provided to help students improve their performance.

### **Differentiation/Enrichment**

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Each student will be provided an opportunity to be successful through the use of monitoring, practice and repetition of skills.

### **Unit Resources**

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Cones

Ipod

speaker

Mats

Stopwatch