

# Fitness (grade 5)

Content Area: **Physical Education**  
Course(s): **PE 5**  
Time Period: **2nd Marking Period**  
Length: **8 Weeks**  
Status: **Published**

## **Fitness I Overview**

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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 track and field activities to enjoy the physical, social and mental benefits of exercise. These track and field 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...

- building one's strength, power and muscular endurance
- building one's cardiovascular endurance
- building one's flexibility
- working with teammates to achieve a common goal
- identifying and following the rules of different fitness games and activities

## **Academic Vocabulary**

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### **Learning Goal 1**

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

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HPE.2.5.6.A.1	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).
HPE.2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
HPE.2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
HPE.2.5.6.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

### **Target 1**

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Students will explain how to they can improve their current fitness level.

### **Learning Goal 2**

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Students will explain and apply the FITT training principles to improve physical fitness.

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HPE.2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
HPE.2.5.6.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

## **Target 1**

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Students will be taught the key points:

Frequency

Intensity

Time

Type of exercise

## **Learning Goal 3**

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

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

HPE.2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
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HPE.2.5.6.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
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## **Target 1**

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Students will modify the exercises as needed:

-slow down/speed up

-increase/decrease weight

## **Learning Goal 4**

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Students will identify influences that impact their personal fitness level.

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HPE.2.5.6.C.3                      Relate the origin and rules associated with certain games, sports, and dances to different cultures.

HPE.2.5.6.C.CS2                      There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.

## **Summative Assessment**

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Pacer Test

Sit and Reach

Sit-up test

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

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WORK.5-8.9.1.8.1                      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.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 and assist the students during different fitness activities and games. Feedback and assistance will be provided to the students.

## **Differentiation/Enrichment**

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Each student is provided an opportunity to be successful through the use of monitoring, practice and repetitive practice.

## **Unit Resources**

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Cones

Ipod

speaker

Mats

Stopwatch