| ***Physical Education Grade 8 Unit 2: Fitness and Strength Training******Yearlong; First Day of Class Each Week*** |
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| **Targeted 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.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). 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.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.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.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, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions. |
| **Rationale and Transfer Goals:** The Rationale of Lifetime Fitness is to provide students with knowledge and skills in order to improve levels in five areas of fitness, cardiorespiratory endurance, muscular strength, muscular endurance, body composition, and flexibility. With participation of all activities students will see improvement and learn to set short and long term goals that can help in other areas of life. Becoming physically fit can build confidence and esteem and can help students maintain concentration resulting in academic improvement in other classes. |
| **Enduring Understandings:** 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). Feedback from others and self-assessment impacts performance of movement skills and concepts. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.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).Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. Community resources can provide participation in physical activity for self and family members.  |
| **Essential Questions**: How does cardiovascular endurance improve overall health (effect on heart, lungs, fat, calories etc).How does strength training improve overall health (effect on muscular skeletal system, bone density, heart, lungs, fat, calories etc). What are the benefits in becoming physically fit?Which exercises used could we perform throughout life?What components of fitness are we testing?How does exercise prevent future health problems |
| **Content/Objectives** | **Instructional Actions** |
| **Content****What students will know** | **Skills****What students will be able to do** | **Activities/Strategies****How we teach content and skills** | **Evidence (Assessments)****How we know students have learned** |
| * a combination of strength training and aerobic training will give the most well rounded fitness results.
* Students will use skill related fitness in activities
	+ Agility
	+ Balance
	+ Coordination
	+ Power
	+ Reaction
	+ Speed
* The student will know how to perform and properly demonstrate a test for each of the five components of health related fitness.
	+ Cardiorespiratory endurance.
	+ Muscular strength.
	+ Muscular endurance.
	+ Body composition.
	+ Flexibility
* How to use a scale and use this information for future health goals and targets
* target heart rates and how to use this information when setting goals in the area of cardiovascular fitness.
* safety rules for activity taught
* different muscle groups that are being worked and where the muscle is located
* identify an aerobic workout and an anaerobic workout
* individual limitations
* how to recognize music for different dances
 | * record information from technology equipment such as, pedometers, used in the physical education class setting and apply this information to their fitness goals.
* measure their body composition using omron scale or fat loss monitor
* develop personal fitness goals and apply how this information ties into the five components of fitness.
* identify and perform the different parts of a workout
* increase their cardio respiratory endurance
* check pulse using their carotid or radial artery
* increase muscle strength
* gain confidence through fitness
* at least 3 different line dances
 | * locomotive movements
* strength stations
* movement stations
* Creating an environment that is fun and non-threatening, using games that are non- competitive/competitive
* Student self-assessment to improve in performance
 | * Observations of students 2-3 times a week
* Fitness testing the first day of class each week
* Student observations

\*fitness log* Teacher observations
* Asking of the essential questions
* Students may grade each other on execution of skills
* Practice, Practice, Practice
* Reflection
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| **Spiraling for Mastery**  |
| **Content or Skill for this Unit** | **Spiral Focus from Previous Unit** | **Instructional Activity** |
| * Students will use skill related fitness in activities
	+ Agility
	+ Balance
	+ Coordination
	+ Power
	+ Reaction
	+ Speed
* The student will know how to perform and properly demonstrate a test for each of the five components of health related fitness.
	+ Cardiorespiratory endurance.
	+ Muscular strength.
	+ Muscular endurance.
	+ Body composition.
	+ Flexibility
* Is able to incorporate communication, cooperation, and problem solving into their goal setting.
* Displays respectful behaviors towards all classmates
* Can pace to gain peak performance.
* Can set short and long term goals to improve performance in activity.
* Can recognize and perform exercises to increase strength and/or endurance.
 | * Locomotive skills
* Nonlocomotive skills (bending, twisting)
* Manipulative movements (throwing, kicking, striking..)
* Dancing skills (figure 8, ball and chain, slide, turn, etc
* Flexibility
* Weight Lifting (pull vs push muscles)
 | * Daily Warm –Up activities

 Flexibility Muscular Strength/Endurance  Sit ups Push ups Planks Cardiovascular Endurance High knees Butt kicks Jumping Jacks Running Carioca Shuffle* Lap running/Walking
* Partner Pedometer Activities
* Line Dancing
* Cotton Eye Joe
* Cupid Shuffle
* Electric Slide
* Wobble
* Weight lifting
* Jog/ walk the track
* Circuit exercises
* Jump rope
* Step aerobics
* Tag Games
* Skill development Activities
* Presidential Fitness Testing
* Home base
* Jumping Jacks are Wild
* Kangaroo hop
* Steal the Bacon
* Triangle tag
* Partner Tag
* Who Let The Dogs Out
* Cone Knock Down
* Marker Relay
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| **21st Century Skills:** **CRP3. Attend to personal health and financial well-being.**Unit focus on personal health**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**Critical thinking about personal fitness baseline, development of personal fitness goals, and step-planning to reach goals**CRP6. Demonstrate creativity and innovation.**Creativity in development of workout plans for variety and maintaining interest**CRP11. Use technology to enhance productivity.**Use of 21st century technology in collecting and analyzing fitness data**CRP12. Work productively in teams while using cultural global competence.**Students will work in small groups to create, problem solve, and participate in games |
| **Key resources:** What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?[www.pecentral.com](http://www.pecentral.com)<http://www.sparkpe.org/><http://www.lessonplanet.com/teachers/5678-line-dance?page=1>*Fitness For Life* (book)* **Other resources in teacher files**
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| **Interdisciplinary Connections****ELA****NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.[**RST.6-8.3**](http://www.corestandards.org/ELA-Literacy/RST/6-8/3/)**.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.[**RST.6-8.7**](http://www.corestandards.org/ELA-Literacy/RST/6-8/7/)**.** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).[**RST.6-8.8**](http://www.corestandards.org/ELA-Literacy/RST/6-8/8/). Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.**Science**MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations* effect of health and exercise on physical and biological states

**Math**Statistics and Probability 8.SPA. Investigate patterns of association in bivariate data.* students work with data and statistics related to team sports and games
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