Physical Education Grade 6 Unit 1: Lifetime Fitness

Content Area: **Health & PE**
Course(s):
Time Period: **MP1**
Length: **6 Weeks**
Status: **Published**

Rationale and Transfer Goals

The Rationale of Lifetime Fitness and 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 in 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 musculoskeletal system, bone density, heart, lungs, fat, calories etc).

What are the benefits in becoming physically fit?

Which exercises could we perform throughout life?

What components of fitness are we testing?

How does exercise prevent future health problems?

Content - What will students know?

- a combination of strength training and aerobic training will give the most well-rounded fitness results.
- The student will know how to perform and properly demonstrate a test for each of the five components of fitness.
    - Cardiorespiratory endurance.
    - Muscular strength.
    - Muscular endurance.
    - Body composition.
    - Flexibility.
- safety rules for activity taught
- different muscle groups that are being worked and where the muscle is located

Skills - What will students be able to do?

- 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 cardio respiratory endurance
- check pulse using carotid or radial artery
- increase muscle strength
- gain confidence through fitness

Activities - How will we teach the content and skills?

Dance: Activities from in-house materials generated by PE department

- 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
- 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
- Steal the Bacon
- Triangle tag
- Partner Tag
- Cone Knock Down
- Marker Relay

Evidence/Assessments - How will we know what students have learned?

- Observations of students 2-3 times a week
- Fitness testing the first day of class each week
- Student observations

- Asking of the essential questions
- Students may grade each other on execution of skills
- Practice, Practice, Practice
- Reflection

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
The student will know how to perform and properly demonstrate a test for each of the five components of fitness.	• Building cardio respiratory endurance • Building muscle strength Building flexibility	• Circuit exercises • Lap Running/Walking • Weight lifting

Key Resources

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

21st Century Life and Careers

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

Interdisciplinary Connections/Companion Standards

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.

Math

Measurement and Data 5.MD

A. Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

B. Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.

- students converting units associated with measurement of health

A. Use equivalent fractions as a strategy to add and subtract fractions. 5.NF

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)

B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

fractions associated with dance counts