Physical Education Grade 8 Unit 2: Fitness and Strength Training

Content Area: **Health & PE**
Course(s):
Time Period: **Full Year**
Length: **First Day of Class Each Week**
Status: **Published**

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 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.
- 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

Skills - What will students be able to do?

- 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

Activities - How will we teach the content and skills?

- locomotive movements
- strength stations
- movement stations
- line dance
- Creating an environment that is fun and non-threatening, using games that are non-competitive/competitive
- Student self-assessment to improve in performance

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

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    - 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

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
	• Locomotive skills
	• Non-locomotive skills (bending, twisting)
	• Manipulative movements
		• Daily Warm –Up activities

○ 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.	(throwing, kicking, striking.) • Dancing skills (figure 8, ball and chain, slide, turn, etc. • Flexibility • Weight Lifting (pull vs push muscles)	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

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.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

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. 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. SP

A. Investigate patterns of association in bivariate data.

- students work with data and statistics related to team sports and games