Unit 1: Lifetime Fitness

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

NJSLS Health & PE

HE.3-5.2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
HE.3-5.2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
HE.3-5.2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
HE.3-5.2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
HE.3-5.2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
HE.3-5.2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
HE.3-5.2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
HE.3-5.2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
HE.3-5.2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
HE.3-5.2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
HE.3-5.2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
HE.3-5.2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
HE.3-5.2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
HE.3-5.2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
HE.3-5.2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
HE.3-5.2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

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.
- 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
- Elements of various kinds of dancing including ballroom, hip-hop, and salsa

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
- demonstrate dance steps from various kind of dance including ballroom, hip-hop, and salsa

Activities - How do 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

Assessments - How do 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
- Dance performance in class

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

Career Readiness, Life Literacies, & Key Skills

WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Interdisciplinary Connections

MATH.5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
MATH.5.NBT.B.5	With accuracy and efficiency, multiply multi-digit whole numbers using the standard algorithm.
SCI.5-PS2-1	Support an argument that the gravitational force exerted by Earth on objects is directed down.
MATH.5.M.A.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.