

# 02\_Unit 2: Physical Fitness

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Full Year**  
Length: **On-going**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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### Physical Education

Grades 3 - 5

All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

- Maintains mental health awareness and relies on social/emotional support systems
- Engages in a physically active lifestyle
- Maintains awareness of health and wellness and how to access resources
- Recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services
- Practices effective cross-cultural communication and conflict resolution skills
- Builds and maintains healthy relationships
- Accepts and respects individual and cultural differences; and
- Advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change issues.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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### **Unit Summary:**

Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.

## Essential Question(s):

- What does it mean to be physically fit?

## Enduring Understanding(s):

- The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).

## CONTENT AREA STANDARDS

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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).

## RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.6	Model integrity, ethical leadership and effective management.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

## STUDENT LEARNING TARGETS

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## **Declarative Knowledge**

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### **Students will understand that:**

- Regular physical fitness can benefit you physically, socially, emotionally, and intellectually.
- Displaying empathy by accepting and respecting others of all skill levels and abilities is important during participation.
- FITT (i.e., endurance, strength, speed, agility, flexibility, balance) principles help participants understand how long and how hard they should exercise.
- Using the FITT principles and technology can help achieve personal levels of fitness.
- Developing, implementing and analyzing a short term and/or a long-term health-related fitness goal are important.
- Different factors such as hours of sleep, nutrition, or amount of daily physical activity can influence personal fitness and other healthy lifestyle choices.

## **Procedural Knowledge**

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### **Students will be able to:**

- Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- Recognize and involve others of all ability levels into a physical activity.
- Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness.
- 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.
- 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.

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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**For this unit, formative assessments can/will include:**

- Teacher observation
- Participation
- Exit cards
- Question and Answer sessions
- Checklist
- Fitness plans
- Questionnaires

### **Summative Assessments**

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**For this unit, summative assessments can/will include:**

- Teacher observation
- Participation
- Rubric assessments
- Worksheets
- Performance based assessments

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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**Teachers Toolbox Elementary Physical Education -**

**[https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers\\_Toolbox\\_Elementary\\_PE.aspx](https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox_Elementary_PE.aspx)**

**Physical Education Resources - The PE Specialist -**

**<https://www.thepespecialist.com/home/>**

**PE Central | Physical Education Lesson Plans & Activities - <https://www.pecentral.org/>**

## **INTERDISCIPLINARY CONNECTIONS**

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**English/Language Arts** - implementation of conventions of Standard English, speaking and listening

**Technology/Multi-Media** - Audio/visual media analysis

**Math** - distance, spacing, patterns

**Visual and Performing Arts** - movement

**Social Studies** - community

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.