

# 03\_Unit 3: Lifelong 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:**

Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement,

and leisure-time fitness activities.

### **Essential Question(s):**

- How can I create and maintain fitness in my life? Why is this important?

### **Enduring Understanding(s):**

- Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.
- Personal and community resources can support physical activity.

## **CONTENT AREA STANDARDS**

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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).

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

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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.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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:**

- To live a healthy lifestyle both physical and emotionally, I need to exercise routinely and not just once in a while.
- Sports or other movements can be an enjoyable activity alone and/or with others.
- To gallop is to run rapidly by leaps, as a horse.
- To saunter is to walk in a slow relaxed way, tiptoe.
- A court is a quadrangular area on which ball games are played, such as tennis or basketball.
- A course is an area of land prepared for racing, golf, or other sports.
- A cup is a cup-shaped trophy, awarded as a prize in a contest.
- A draw is to finish a contest or game with an even score; tie.
- A lob is a shot that is hit in a high arc, usually over the opponent's head.
- Offside is In an illegal position ahead of the ball (in football, rugby, hockey, etc.).
- A penalty is a punishment imposed on a player or team for breaking the rules of a sport.
- To serve is to hit the ball to begin play (in tennis, table tennis, squash, volleyball, etc.).
- A spectator is a person who watches an event.
- An umpire is a sports official with authority to make rulings during a contest.
- To become more flexible and increase my range of motion, I need to perform dynamic and static exercises daily.
- One can find ways to continue to engage in physical activity outside of school by joining a team, taking a fitness class, and/or accessing a program offered at the local Recreation center etc.
- Creating and maintaining physical activities are important because they may improve your brain health, help you manage a healthy weight, reduce the risk of disease, strengthen bones and muscles, and improve your ability to do everyday activities.

### **Procedural Knowledge**

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

- Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- Develop a movement vocabulary that is flexible and adaptable for personal physical

activity and wellness.

- Proactively engage in movement and physical activity for enjoyment individually or with others.
- Perform and increase the range of motion in dynamic stretching and breathing exercises.
- Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

## **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/>**

**Kinnelon Recreation Department -**

**<https://www.kinnelonboro.org/cn/webpage.cfm?tpid=18128>**

## **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.