

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

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

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

| | |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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)

| | |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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

Declarative Knowledge

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

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

Formative Assessments

For this unit, formative assessments can/will include:

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

Summative Assessments

For this unit, summative assessments can/will include:

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

RESOURCES (Instructional, Supplemental, Intervention Materials)

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%20Toolbox%20Elementary%20PE.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

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

See link to Accommodations & Modifications document in course folder.