

6th-8th grade -Unit 2-Physical Fitness

Content Area: **Physical Education/Health**
Course(s):
Time Period: **Full Year**
Length: **4-8 times a month**
Status: **Published**

General Overview, Course Description or Course Philosophy

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.

A quality comprehensive health and physical education program fosters a population that:

- 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

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.

By the end of 8th grade students will understand:

-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)).

CONTENT AREA STANDARDS

HE.6-8.2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
HE.6-8.2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
HE.6-8.2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
HE.6-8.2.2.8.PF.4	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.
HE.6-8.2.2.8.PF.5	<p>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.</p> <p>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.)).</p>

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

LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
TECH.9.4.8.CT.2	<p>Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</p> <p>Multiple solutions often exist to solve a problem.</p> <p>An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</p>

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- there are multiple short-term and long-term physical, social, mental and emotional health benefits of regular physical activity and that they all relate to one another
- the health triangle is a visual aid to help them to understand and analyze their own overall wellness and how each area of health relates to one another
- each individual has a different level of physical activity and everyone can be include and have a role in the activity
- F.I.T.T is the primary principle of training and it is essential to proper fitness training

- technology can be used to adapt to different levels of fitness
- implementing an effective fitness plan based on one's current fitness level is essential to being able to monitor their fitness level before, during and after the workout program
- there are specific questions and baseline tests that should be done before prescribing a fitness plan for someone
- many predetermined factors such as a person's current health status, body composition, interests, environmental conditions, eating habits, possible use of dangerous substances, current physical activity and lifestyle impact their personal fitness and health

Procedural Knowledge

Students will be able to:

- create their own personal health triangle and identify the short-term and long-term benefits of regular physical activity
- analyse their own physical, mental, emotional and social health and behaviors and explain how they relate to one another.
- identify areas that they can improve on to have more overall balance health triangle.
- include fellow classmates varying fitness levels in an physical activity during PE class.
- design and implement a fitness plan that includes the F.I.T.T principle and be able to modify the plan for varying fitness levels.
- create and write questions that you would need to ask someone before prescribing them a fitness plan
- evaluate how different factors and behaviors may impact personal fitness and health
- take part in fitness days in PE class through out the school year that include all elements of fitness and a variety of fitness principles

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

Written assessments; Teacher observation; Participation; Exit cards; Question and Answer sessions; Checklist; Understanding; Following Rules and Regulations, SMART Goal Sheets, Running Chart, fitness plans, questionnaires

Summative Assessments

Assessments, Preparation for PE class, Participation; Effort; Sportsmanship; Rules and Regulations

RESOURCES (Instructional, Supplemental, Intervention Materials)

OpenPE website

PE central website

ECA Fitness Conventions

Fitness Certifications Websites; Fitness Subscriptions-Les Mills <http://www.lesmills.com/>

RIPPED <http://rippedplanet.com/>

Pound <https://www.poundfit.com/>

Piyo (beachbody) <http://www.beachbodylive.com/piyo/>

Music <http://www.powermusic.com/>; Spotify [www. Spotify.com](http://www.spotify.com)

PE Conferences <http://www.njahperd.org/>

SCW Fitness Convention <http://scwfit.com/>

Kripalu workshops <https://kripalu.org/>

Running Workshops- www.runningworks.com

Running form chart-

<https://docs.google.com/document/d/12DY0CYeAABWS4fhJXMCqodOTeyBjqLkD1dCHJlujGTM/edit>

Running Chart - that is posted as an assignment through oncourse-

[https://docs.google.com/document/d/1_aPSQCx7-](https://docs.google.com/document/d/1_aPSQCx7-Mn0SSWT_LWLrWIdmI_HNNEw/edit?usp=sharing&ouid=100141333314983982265&rtpof=true&sd=true)

[Mn0SSWT_LWLrWIdmI_HNNEw/edit?usp=sharing&ouid=100141333314983982265&rtpof=true&sd=true](https://docs.google.com/document/d/1_aPSQCx7-Mn0SSWT_LWLrWIdmI_HNNEw/edit?usp=sharing&ouid=100141333314983982265&rtpof=true&sd=true)

Fitness Day Reflection - https://docs.google.com/document/d/19a5UCtQ9oyoe_S90GIBgCrsasdFi8-fQb_MZnlFlbAw/edit

Yoga Resources

Choices Magazine- <https://digital.scholastic.com/#/signin/staff?app=choices&state=%2F&role=staff>

Resources that the teachers posts on oncourse through the school year.

INTERDISCIPLINARY CONNECTIONS

Social Emotional Learning

Social relationships among people

Data collection/analysis

Researching based writing

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.