Unit 2: Lifelong Fitness

Content Area: **Physical Education**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

Students will explain and perform gross motor and movement skills with developmentally appropriate control in isolated settings and applied settings.

Enduring Understandings

• A combination of flexibility and proper physical activity are needed for optimal health.

• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.

Essential Questions

• Why is physical fitness important to lead a healthy lifestyle?

• What different ways can the body move given a specific purpose?

• How will physical activity help us now and in the future?

Learning Objectives

• Perform movement skills in a correct manner.

• Demonstrate and understand basic movements relating to balance, agility and control.

• Identify physical activities that are available outside of school and in the community.

• Apply a learned skill to another movement.

• Use visual and verbal cues to improve performance during a physical activity.

• Employ the principles of space, effort, and relationships to modify movement.

• Discuss how practice, regular participation, and appropriate feedback improve performance.

• Students will be expected to work and compete in teams effectively. They will need to coordinate their

efforts through communication.

• Discuss the importance of feelings and emotions involved in movement and physical activities

• How to appropriately express feeling and emotions during physical activity and movement

• Complete activities on different surfaces such as gym floor, turf, exercise mats, grass fields

• Introduce balance, skills on each leg, crab walk, bear crawl, hopping on one foot

• Introduce stretching, breathing, mindfulness and basic yoga movements

• Determine a health/ fitness goal and complete steps to achieve it

• Give examples of activities outside of the school community

Standards: Content

Comprehensive Health and Physical Education Practices The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

• Acting as responsible and contributing member of society

• Building and maintaining healthy relationships

• Communicating clearly and effectively (verbal and nonverbal)

• Resolving conflict

• Attending to personal health, emotional, social and physical well-being

• Engaging in an active lifestyle

• Making decisions

• Managing-self

• Setting goals

• Using technology tools responsibly

2.2.5.PF	Physical Fitness The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity

	that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
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).
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.
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).
	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.
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
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).
	Personal and community resources can support physical activity.
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
2.3.5.PS.5	Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.

Standards: Interdisciplinary

8.1.5.CS.1	Model how computing devices connect to other components to form a system.
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).
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.WF.3.3	Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

L.KL.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
L.VL.3.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
W.WR.4.5	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.PE.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
SL.AS.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
SL.UM.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Assessment Evidence

Formative	Teacher informal observations, class discussion, class participation, oral and written responses.
Summative	Written tests, skill tests, FITT Assessment, Projects, oral & written assessments.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning, Sketchbook Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments
Assessment Evidence Resource	

Instructional Resources

Instructional Resource List 2026-2027 - ONLINE - Copy.xlsx

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad	**X**	Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness	**X**	Relationship Skills
X	Responsible Decision-Making	**X**	Social Awareness
X	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		