Unit 3: 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

All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Essential Questions

• Why is it important to move and maintain an active lifestyle?
• How can I maintain an active lifestyle?

Learning Objectives

• Discuss the stages of movement skill development and the importance of practice;
• Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, recreational activities);
• Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance;
• Identify choreographic principles, processes, and structures;
• Demonstrate an understanding of dance in various cultures and historic periods;
• Make connections between movement and dance and healthful living;
• Utilize self-evaluation and external feedback to detect and correct errors in one's movement performance;
• Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities);
• Apply the concepts of force and motion (e.g., weight transfer, power, speed, agility, range of motion) to impact performance;
• Create/choreograph, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm and musical style (e.g., creative, cultural, social, and fitness dance);
• Describe how equilibrium, rotation, and range of motion affect performance; and describe the influence of history and culture on games, sports, and dance.

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

2.2.8.PF	Physical Fitness
	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.).
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
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).
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.
2.2.8.PF.5	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.
2.2.8.LF	Lifelong Fitness
	Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that

	promotes physical activities.
2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.

Standards: Interdisciplinary

L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
	The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
1.5.8.Cr3a	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
1.1.8.Pr5a	Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
1.1.8.Pr5b	Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.
W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant

	evidence.
W.AW.6.1	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
1.1.8.Re8a	Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.
	How does dance deepen our understanding of ourselves, other knowledge and events around us?
SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Microsoft 365, Primary and Secondary Source Documents, Appropriate Physical Education Equipment for games and exercises.

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

	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
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		