Unit 2: Lifelong Fitness

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

Unit Overview

Students will think critically about how regular physical activity contributes to being “well” and will explain what it means to be physically fit and explain how moderate to vigorous physical activity aids in the achievement of obtaining wellness goals.

Enduring Understandings

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? Why is it important to incorporate mindfulness?
• What are some of the major yoga poses?
• What are some lifetime fitness activities?

Learning Objectives

• Adapt to different surfaces during physical activity
• Explore the body's range of motion
• Identify physical activities available outside of school that are in the community
• Express feelings and emotions throughout activities to increase positive behaviors
• Monitor their own games
• Sustain in physical play for an extended period of time
• Students will be expected to work and compete in teams effectively. They will need to coordinate their efforts through communication.

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

2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.MSC.8	Explain the difference between offense and defense.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community.
2.3.2.PS.2	Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
2.3.2.PS.3	Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
2.3.2.PS.4	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
2.3.2.PS.5	Define bodily autonomy and personal boundaries.
2.3.2.PS.6	Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.
2.3.2.PS.7	Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
2.3.2.PS.8	Identify trusted adults, including family members, caregivers, and school staff, that you

	can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

Standards: Interdisciplinary

9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
1.1.2.Cr1a	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
1.1.2.Cr1b	Combine movements using the elements of dance to solve a movement problem.
L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
1.1.2.Pr4a	Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.
L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
1.1.2.Pr4b	Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
L.WF.1.1	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
L.WF.K.1.A	Match upper and lowercase letters.
L.WF.K.1.B	Write upper and lowercase letters, with reference to a model.
L.WF.1.2.A	Short vowels and single consonants.
L.WF.1.2.B	Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
L.WF.1.2.C	Initial and final consonant blends (must, slab, plump).
9.4.2.TL.2	Create a document using a word processing application.
L.WF.K.3.B	Write simple sentences.
L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
L.WF.K.3.D	Use end punctuation.
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

W.IW.1.2.A	Introduce a topic.
W.IW.1.2.B	Develop the topic with facts or other information and examples related to the topic.
W.IW.1.2.C	Provide a conclusion.
W.AW.2.1	With prompts and support, write opinion pieces to present an idea with reasons or information.
W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
W.IW.2.2.A	Introduce a topic clearly.
W.IW.2.2.B	Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
W.IW.2.2.C	Provide a conclusion.
SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.PE.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.PE.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.PE.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.PE.K.1.B	Continue a conversation through multiple exchanges.
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.PE.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.PE.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
SL.PE.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.

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	Formative, Summative, Alternative and Benchmark 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

	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
	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	**X**	Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		