



Unit Planner: Lifetime Fitness PE 6

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*Archdiocesan Essential Curriculum > 2019-2020 > Grade 6 > Physical Education/Health > PE 6 (EM) > Week 1 - Week 37

Lifetime Fitness

Stage 1: Desired Results	
General Information This unit can be used throughout the year intertwined with different activities. - For example, you can teach heart rate while teaching basketball. Multiple assessment tools - heart monitors, self-journals, teacher observation, step counter, apps. Goals and needs can differ among individual students. - Fitness goals, nutrition, importance	Essential Question(s) How do nutrition and physical activity relate in accordance to lifetime fitness? Why is physical activity important to you? How do the three components of physical activity relate to your personal life?
Enduring Understandings and Knowledge Students will understand: - Fundamental movement skills - FITT Guidelines - Fitness Plans - Scientific Principles - Effects of physical activity - Regular, moderate, and vigorous physical activity - Components of central nervous system - Functions of central nervous system - Fitness goals - Principles of overload, progression, specificity, regularity, and individuality - Fitness components: cardio respiratory endurance/aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition - Components of a fitness plan - Effects of physical activity on personal wellness - My Food Pyramid and My Plate - Impact of nutrients - Factors influencing daily physical activity - Principles of exercise physiology, social psychology, and biomechanics - Aerobic capacity/cardiorespiratory fitness Heart rate, target heart rate, and maximum heart rate - Muscular strength and muscular endurance - Flexibility	Skills Students will be able to: - Demonstrates competency in 2 or more specialized skills in health-related fitness activities. - Designs a fitness plan using the FITT principle - Relates physiological responses to individual levels of fitness and nutritional balance. - Performs strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). - Calculates target heart rate and applies that information to personal fitness plan. Personal and Social Behavior - Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. - Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). Recognizes Value of Physical Activity

	- Analyzes the health benefits of self-selected physical activity. - Chooses an appropriate level of challenge to experience success and desire to participate in self-selected physical activity.
Connections to Catholic Identity / Other Subjects Religion - Taking care of God's gift of your body (Family Life) - Flexibility-tolerance Math - Calculate Heart Rate - graphing, data analysis - measurement: mass/weight, distance, volume - calculation of calories burned ELA - Writing, multimedia: Use the fitness plan created by the students to create a multimedia presentation. Science - Cause/Effect - Anatomy and Physiology	Vocabulary fitness cooperative games neurons central nervous system FITT Nutrition Aerobic Physiology Food Pyramid Heart Rate

Standards & Frameworks Addressed

MD: Physical Education (2009)

MD: Grade 6

Skillfulness

Standard I: Skillfulness - Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.

A. Fundamental Movement

1. Evaluate fundamental movement skills in a variety of physical education activities.

a. Compare fundamental movement skills that will enhance skill themes in physical activities such as: fitness, adventure and cooperative games, rhythms and dance, tumbling and gymnastics, recreational games, individual and team sports.

Exercise Physiology

Standard IV: Exercise Physiology - Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks.

A. Effects of Physical Activity on the Body

1. Analyze the effect of moderate to vigorous physical activity on the body systems.

a. Discuss the three components of the central nervous system, brain, spinal cord, and neurons.

b. Discuss the functions of the central nervous system needed for physical activity such as: sending and receiving messages from other body systems and controlling all thoughts and movements.

B. FITT Guidelines 1. Analyze and evaluate components of the FITT guidelines to adjust levels of physical activity.

- a. Develop and explore personal fitness goals.
- b. Organize a fitness plan using the FITT guidelines.
- c. Investigate the principles of overload, progression, specificity, regularity, and individuality.

C. Components of Fitness

1. Evaluate the components necessary to design a fitness plan.

- a. Predict activities that maintain or improve the specific health-related fitness components: cardio respiratory endurance/aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition.
- b. Identify, compare, and implement the components of a fitness plan such as: goals, baseline scores, and physical activity log.

D. Benefits of Physical Activity

1. Analyze the benefits of physical activity.

- a. Classify the effects of physical activity on personal wellness such as: relaxation, healthy attitude, and self-image.

E. Nutrition and Physical Activity

1. Evaluate the relationship between nutrition and physical activity.

- a. Investigate nutrition logs for recording personal caloric intake and analyze the logs for balance using the “My Food Pyramid.”
- b. Explore the importance of monitoring hydration based on levels of physical activity.
- c. Investigate the impact nutrients such as protein, carbohydrates, and fats have on physical activity performance.

F. Exercise Adherence

1. Analyze the factors influencing daily physical activity.

- a. Categorize factors affecting daily physical activity as personal, environmental, or social.

B. Media and Physical Activity

1. Analyze how the media impacts attitudes towards physical activity.

- a. Discuss various marketing practices and strategies aimed at people interested in improving their fitness levels.

Physical Activity

Standard V: Physical Activity - Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.

A. Aerobic Fitness

1. Evaluate individual aerobic capacity/cardiorespiratory fitness.

- a. Assess and predict aerobic capacity/cardiorespiratory fitness through standardized fitness tests.
- b. Choose and use aerobic activities to improve personal goals related to aerobic capacity/cardio respiratory

fitness.

- c. Choose technology to assess individual heart rate during the three phases of an aerobic workout.
- d. Compare and use principles of overload, progression, specificity, regularity, and individuality to enhance aerobic capacity/cardiorespiratory fitness.
- e. Investigate resting heart rate, target heart rate, and maximum heart rate.

B. Muscular Strength and Endurance

1. Evaluate individual muscular strength and muscular endurance.

- a. Assess and predict muscular strength and muscular endurance fitness through standardized fitness tests.
- c. Compare and use the principles of overload, progression, specificity, regularity, and individuality and how they enhance muscular strength and muscular endurance.

C. Flexibility 1. Evaluate individual flexibility.

- a. Assess and predict flexibility through standardized fitness tests.
- c. Compare and use the principles of overload, progression, specificity, regularity, and individuality to enhance flexibility.
- d. Criticize the use of contraindicated exercises for flexibility and their relationship to safe stretching.

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