

Milford Public Schools Curriculum Unit

Department: Physical Education

Grade: 4-5

Unit: 1, Personal Fitness

Approximate Duration: 8-12 weeks

UNIT TITLE

Unit Overview

This unit focuses on personal fitness. It offers an opportunity for students to participate in activities that include the areas of muscular strength, muscular endurance, flexibility and cardiovascular endurance. Students will measure their physical fitness levels for each area and set goals to work towards or maintain a health-enhancing level of physical fitness. Students will participate in various physical activities and will experience positive changes in their physical and mental emotional health. The benefits of living a physically active lifestyle outweigh the risks of living a sedentary lifestyle will be explored during this unit.

LEARNING GOALS

Standards and Practices

Healthy and Balanced Living Curriculum Framework:

Content Standard 11: Participate regularly in physical activity

Content Standard 12: Achieve and maintain a health enhancing level of physical fitness

Content Standard 14: Value physical activity for health, enjoyment, challenge self-expression and/or social interaction.

SHAPE America Grade Level Outcomes for K-12 Physical Education:

Content Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance

Content Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

Content Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Enduring Understanding(s):

- Regular physical activity will lead to a health-enhancing lifestyle and the achievement of wellness.
- The benefits of living a physically active lifestyle outweigh the risks of living a sedentary lifestyle.

Essential Question(s):

- How will physical activity help me now and in the future?
- Why is it important to be physically fit and how can I stay fit?
- What can I do to be physically active and why is this important?
- What roles do short-term and long-term goals play in reaching desired fitness levels?

Content and Skills

Healthy and Balanced Living Curriculum Framework:

-E.11.4. Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level

-E.12.1 Demonstrate understanding of the relationship between activities and physical fitness components (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, nutritional status and body composition)

- E.12.2 Recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity
- E.12.3 Understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels and personal health status
- E.14.1. Express and identify feelings about participating in physical activity and begin to make choices based on those feelings
- E.14.5. Understand that practicing activities increases specific skill competence

SHAPE America Grade Level Outcomes for K-12 Physical Education:

- S2.E3.4 Applies the movement concepts of speed, endurance and pacing for running
- S3.E1.4 Analyzes opportunities for participating in physical activity outside physical education class.
- S3.E3.4 Identifies the components of health-related fitness
- S3.E3.5 Differentiates between skill-related and health-related fitness
- S5.E1.5. Compares the health benefits of participating in physical activity

Physical Fitness:

Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

Students will demonstrate understanding of the relationship between activities and physical fitness components (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility).

Students will recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity.

Students will understand the results of formal fitness testing and correctly associate these results with overall physical fitness.

Benefits of Physical Activity:

Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

Students will express and identify feelings about participating in physical activity and begin to make choices based on those feelings.

Students will experience personal challenges through physical activity.

Students will understand that practicing activities increases specific skill competence.

Students will experiment with new physical activities.

EVIDENCE OF LEARNING

Performance Task(s):

- The Connecticut Physical Fitness Assessment (Muscular Strength, Muscular Endurance, Cardiovascular Endurance, Flexibility)
- Written assessment: reflections on aerobic fitness

Additional Assessment(s):

Fitness Calendar/Log at home

The following Milford Public School's Academic Expectations are addressed in this task:

- Collaboration: Work independently and collaboratively to solve problems and accomplish goals.

- Critical Thinking: Use reasoning to problem solve, utilizing appropriate tools to access, evaluate and apply information.
- Communication: Communicate information using a variety of tools in multiple contexts for a range of purposes.
- Creativity: Innovate and adapt in thinking, working and learning.

PLANNING FOR LEARNING

Academic Vocabulary:

-Muscular strength -Muscular endurance -Cardiovascular endurance -Flexibility -Body composition
 -Pushup -Curlup -P.A.C.E.R. -Sit and Reach -Pacing -Resting Heart Rate -Active Heart Rate -Pulse
 -Fatigue -Goal setting

Model Lesson/Learning Activities:

- Practice physical fitness assessments (push-up, curl-up, P.A.C.E.R., sit and reach)
- Fun Run
- Dynamic and static activity sessions
- High activity games that train each component

Anchor Texts/Resources: