

# Jay Curriculum: Unit Cover Page

**Unit title:** Health & Fitness

**Grade Level:** K-2

**Content Area(s):** Physical Education

**Date Created:**

**Designed By:** Jane DiPompo

## **Year 1 Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

## **Year 2 Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

## **Year 3 Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

## **Year 4**

- Full Implementation
- Benchmarks Established

### **Standard(s)/Performance Indicators:**

- A1 (Emphasis) identify the physical changes that accompany moderate to vigorous activity
- A2 (Emphasis) engage in moderate to vigorous physical activity
- A3 (Emphasis) identify activities associated with each component of health related fitness
- B6 Identify the critical elements of fundamental movement patterns
- C1 Identify the rules of a given activity
- C2 Demonstrate cooperative skills while participating in physical activity

**Unit:** Health & Fitness

### **Brief Summary of Unit/Topic**

**Summary:**

This 5 week unit tackles the issue of what “fit” means and how to achieve it. The first week is a lecture that gives the students acute and chronic body responses to exercise, long range benefits, and the fine components to a well rounded physical fitness program. It ends with a philosophical discussion on why “exercise starts now and never ends”. This ‘lifelong commitment’ attitude leads to a good “quality of life” when we are in our later stages of life.

The second week centers around activities that help the cardiovascular system become fit. The third week centers around muscular strength activities and reviews muscular endurance activities. The last two weeks are spent in introducing K-2 students to what fitness testing is, what tests are used, what they measure, and how we use the data in 3<sup>rd</sup> and 4<sup>th</sup> grades to compare with everyone else in the grade and then with national norms. This will hopefully start the students in thinking about where their current fitness level is now compared to others their age in the United States.

### **Stage #1: Identify Desired Results**

**Essential Question/s:**

**General understanding/s (What is worth being familiar with?)**

- The physical changes that accompany moderate to vigorous activity
- Five components that combined tell me if I am a fit person
- Long range benefits of regular fitness activities
- Fitness testing is a way to measure current fitness levels and set goals to where you would like to be

**Students will know:**

- That there are five components of fitness and each one can be worked on and improved
- Acute and chronic bodily responses to exercise
- That physical fitness testing is a way to measure current levels of fitness and that goals and programs done regularly can enhance fitness levels.

**Students will be able to:**

- Participate in the activities provided that are geared toward achieving a high fitness level. Activities are chosen because they address at least one of the five fitness categories presented.
- Participate in fitness testing to be introduced to the test and testing process.

**Enduring Understanding/s:**

I feel the focus of all this comes down to the phrase “fitness starts now and never ends!” If I follow this rule when I am in my 20’s, 30’s and 40’s then the quality of life will be high in my 50’s, 60’s, 70’s and beyond. Such lifetime sports as jogging, cross country skiing, tennis, swimming, golf, archery, softball, hiking, bowling, and backpacking are able to do in my late years.

## Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: <b>ELA: C- 1,2,3</b> <b>Science: B- 3,5,7</b> <b>SS His: H- 2</b>	<u>Modalities</u> <b>K</b> =Kinesthetic <b>O</b> =oral <b>V</b> =visual <b>W</b> =written	Are <u>examples</u> available to students? <b>Y, N, or N/A</b>	Component of Local Assessment System?  <b>Y or N</b> (See <a href="#">aligned scoring guide</a> .)
Visual observation of student performance with verbal acknowledgement of inappropriate and appropriate behavior and responses	A1-3; B6; C1, 2			
QUIZZES, TESTS, PROMPTS				
Verbal prompts				
Physical Fitness test (sit & reach, sit-ups 1 min; push ups 1 min; vertical jump; standing broad jump; flex. Arm hang; shuttle run 1 min; 12 min. run walk)				
OTHER				
Observation and dialogue				
STUDENT SELF ASSESSMENT				
Practice				
Socially comparing scores with peers				

\*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

**Stage #3: Plan learning experiences & instruction**

**What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):**

Lesson plans (4) attached.

**REFERENCES:**