

PHYSICAL EDUCATION CURRICULUM UNIT – Fitness

North Smithfield School District

TITLE OF UNIT: Fitness Sports

GRADE : 4-5

(Fitness- Fitnessgram/personal fitness, yoga, aerobics, jump rope, rely races, Chinese jump rope)

DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** Several weeks, trimester

OVERVIEW OF UNIT:

Fitness unit is designed to emphasize good health through being physically active and building upon each student's physical fitness.

ESSENTIAL QUESTION

How do these activities benefit my personal wellness?

STANDARDS: Physical Education

1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.

2. Students will apply movement concepts and principles to the learning and development of motor skills.

3. Students will understand the implications of and the benefits derived from involvement in physical activity.

4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.

5. Students will demonstrate responsible personal and social behavior in physical activity settings.

6. Students will understand that internal and external environments influence physical activity.

PHYSICAL EDUCATION STANDARDS:

1. Competency in many movements

- mature forms in basic gross locomotor and many combination patterns 1.1.1 -1.1.2
- Warm-up and cool down 1.1.3
- Basic skills specific to games/sports 1.2.1
Fitness- Fitnessgram/personal fitness, yoga, aerobics, jump rope, rely races, Chinese jump rope)

Manipulative skills 1.3.1

- Combination movement skills 1.4.1
- Game strategies 1.5.1
- Transfer movement skills 1.6.2
- Skill competence 1.7.1-1.7.2

2. Movement concepts and principles

- Biomechanical principles 2.1.1-2.1.2
- Critical elements and learning cues 2.2.1-2.2.2
- Offensive and defensive concepts 2.3.1
- Movement, concepts and principles 2.4.1 – 2.4.2

3. Benefits from physical activity

- Physical benefits 3.1.1
- Emotional benefits 3.2.1
- Social benefits 3.3.1-3.3.3
- Cognitive benefits 3.4.1-3.4.2

4. Physically active life style

- Fitnessgram™ test 4.1.1-4.2.6
- Physical fitness testing results 4.3.1
- Physical activity plan 4.4.1

- Improve skills and health (aerobic capacity, muscular strength, flexibility) 4.5.1
- Improving physical skills 4.6.1
- Physically active life style 4.7.1-4.7.2
- Life-long fitness 4.8.1 -4.8.2
- Technologies 4.9.1-4.92

5. Physically active life style Personal and social behavior

- Self-control in game and movement activities 5.1.1
- Laws, rules, procedures, and etiquette 5.2.1
- Safety principles in activity situations and settings 5.3.1
- Works cooperatively and productively 5.4.1-5.4.2
- Respectful behavior 5.4.3
- Recognizes good performance 5.4.4
- Safety 5.4.5
- Verbal and non-verbal communication 5.4.6
- Behavior that is independent and on task 5.5.1
- Conflict resolution and respect 5.6.1-5.6.5
- Common goals 5.7.1
- Responsibility for one's own performance 5.7.2

6. Internal and external environments

- Safe locations for recreation and play 6.1.1-6.1.2, 6.2.1
- Physical activity with peers 6.4.1
- Organizations in community 6.5.1
- emotions that can impact physical activity levels 6.7.1
- factors to overcome negative emotions and barriers 6.8.1

ENDURING UNDERSTANDING:

- Understanding there is a connection between physical activity and achieving team goals when competing or participating in games or other sport activities.
- Knowing and understanding that movement skills improve physical health and mental well-being.
- Knowing and applying offensive and defensive strategies/spatial awareness.
- Knowing and applying the concept of teamwork.

PRIOR KNOWLEDGE:

- Concept of teamwork
- Movement improves physical health

PHYSICAL EDUCATION CURRICULUM UNIT – Fitness

North Smithfield School District

STUDENT OBJECTIVES, SKILLS and/or NEW KNOWLEDGE:

1. Competency in many movements

1.1.1 Develops some mature forms in basic gross locomotor and many combination patterns essential to further skill development.

1.1.2 Demonstrates developing movement skills and concepts:

- **Locomotor Skills:** walk, run, hop, jump, leap, skip, climb, gallop, roll, slide, stop
- **Combination Patterns,** e.g. tossing/striking, bumping/passing, running/striking

1.1.3 Demonstrates proper form in all warm-up and cool-down activities, e.g. Fitnessgram™ warm-ups, dynamic stretching, planks, Pacer

1.2.1 Begins to understand and apply basic **skills specific to games and sports:**

- **Fitness:** personal fitness, yoga, aerobics, jumping rope, relay races, Chinese jump rope
 - **skills:** stance, posture, alignment, jumping, balance, lifting, running, pushing, pulling, throwing, pivoting, body position (e.g. hanging on straight arms, problem solving)

1.3.1 Identifies and demonstrates **mature form** in the following fundamental **manipulative skills:** catching, follow through, foot dribbling, hand dribbling, releasing, rolling, striking with long handle implements (hockey), throwing, trapping

1.4.1 Demonstrates mature form in fundamental **combinations of movement skills** (e.g. run and jump, strike and run).
lead-up activities and games:

- **Fitness:** personal fitness, yoga, aerobics, jumping rope, relay races, Chinese jump rope
 - sitting/reaching
 - stretching/balancing
 - pulling/holding
 - turning/jumping
 - running/pivoting
 - jumping/twisting

1.5.1 Begins to understand and apply **strategies in various games** and sports, e.g.

- **Fitness:** personal fitness, yoga, aerobics, jumping rope, relay races, Chinese jump rope
 - proper form
 - posture
 - personal goals
 - strengths and weaknesses

1.6.2 Transfers **movement skills** between activities at a basic level.

- **Fitness:** personal fitness, yoga, aerobics, jumping rope, relay races, Chinese jump rope
 - stance, posture, alignment, balance, spotting, running, stretching, agility, strength, endurance

1.7.1 Identifies practice activities to increase **skill competence**, e.g.

- accuracy and speed practice
- cueing
- demonstrating
- goal setting
- looking at visuals
- modeling
- repeating
- transfer
- whole/part practice.

1.7.2 Participates in practice activities to increase skill competence.

2. Movement concepts and principles

2.1.1 Recognizes the following **biomechanical principles:**

- center of gravity
- base of support - force (effectiveness and safety; changes the way objects move (mass plus force))
- speed
- speed and angle of an object
- movement of body parts sequentially
- squaring to the target
- balance (static, dynamic)
- follow through

PHYSICAL EDUCATION CURRICULUM UNIT – Fitness North Smithfield School District

- 2.1.2 Uses rudimentary application of **biomechanical principles** in some of the following categories:
- **Fitness:** personal fitness, yoga, aerobics, jumping rope, relay races, Chinese jump rope
- 2.2.1 Understands that **critical elements** include **learning cues** to reinforce correct form for fundamental skills.
- 2.2.2 Begins to identify and practice some of the **critical elements** of various movement forms to provide feedback for both self- and peer-assessment.
- **ready position** (net, territory/field sports, striking , dance/rhythm, fitness, cooperative, and recreational)
 - **grip** (net, territory/field sports, striking, fitness, cooperative, and recreational)
 - **preparation** (net, territory/field sports, striking , dance/rhythm, fitness, cooperative, and recreational)
 - **point of contact** (net, territory/field sports, striking , dance/rhythm, fitness, cooperative, and recreational)
 - **follow-through** (net, territory/field sports, striking , dance/rhythm, fitness, cooperative, and recreational)
 - **body action, space, time, energy** (net, territory/field sports, striking , dance/rhythm, fitness, cooperative, and recreational)
- 2.3.1 Uses rudimentary strategies for offensive and defensive concepts e.g.
- **Fitness:** offensive strategies- complete routines with accuracy and rhythm
 - **movement skills**, e.g. jumping, combination stretching patterns, running, twisting
 - **concepts** (understanding), e.g. transfer of similar concepts from skill to skill
 - **principles** (why), e.g. good performance is linked to process ; similarities and differences between activities at a consistent level.
- 2.4.2 Begins to transfer **movement skills, concepts, and principles** between activities at a rudimentary level to:
- **Fitness:** personal fitness, yoga, aerobics, jumping rope, relay races, Chinese jump rope
 - **movement skills:** stance, posture, alignment, balance
 - **concepts:** form (e.g. jumping 1 -2” off the ground)
 - **principles:** form (e.g. conserve physical energy)
3. **Benefits from physical activity**
- 3.1.1 Recognizes some of the **physical benefits** of regular participation in physical activity e.g.
- increase health benefits: controls weight, improves bone strength, improves muscular strength and endurance, increases energy, reduces body fat, reduces stress, strengthens heart function
 - disease prevention: cardiovascular health, chronic illness, diabetes, increases immune system function, obesity
- 3.2.1 Recognizes some of the **emotional benefits** of regular participation in physical activity e.g.
- **increases:** self-esteem, self-image and confidence, endorphins that trigger positive feelings (e.g. runners high), self-discipline, e.g. goal setting, time management, quality of life
 - **reduces:** negative peer pressure, stress, depression, anxiety
- 3.3.1 Recognizes some of the **social benefits** of regular participation in physical activity e.g., cooperation, sportsmanship, teamwork, relationships (friends, family, school, community).
- 3.3.2 Applies the benefits of social/emotional programs such as **Kids Care** and **Open Circle** that includes:
- caring
 - citizenship
 - fairness
 - respect
 - responsibility
 - trust worthiness
- 3.3.3 Recognizes that physical activity provides an opportunity for positive social interaction through
- cooperation
 - discipline
 - helping others.
 - honesty
 - positive communication
 - respect
 - trust
- 3.4.1 Recognizes some of the **cognitive benefits** of regular participation in physical activity e.g., improves focus and concentration
- 3.4.2 Recognizes that physical activity can increase
- test scores
 - focus and concentration
 - better attendance in schools.

PHYSICAL EDUCATION CURRICULUM UNIT – Fitness North Smithfield School District

4. Physically active life style

- 4.1.1 Makes progress towards the health-related fitness standards of the Fitnessgram™ Test.
- www.fitnessgram.net
- 4.1.2 Engages in physical activity to improve scores for each of the fitness components on the Fitnessgram™ Test
- 4.1.3 Self-evaluates his/her fitness improvement.
- 4.2.1 Makes progress towards the health-related fitness standards of the Fitnessgram™ Test.
- 4.2.2 Engages in physical activity to improve scores for each of the fitness components on the Fitnessgram™ Test.
- 4.2.3 Self-evaluates his/her fitness improvement.
- 4.3.1 Recognizes how physical fitness testing results (e.g., pre/post test, assessments, charts) relate to their ability to perform various activities involving
- curl-ups - muscular strength and endurance
 - flexed arm hang - muscular strength and endurance
 - pacer - aerobic capacity/cardiovascular endurance
 - push-ups - muscular strength and endurance sit and reach/trunk lift – flexibility
- 4.4.1 Recognizes changes in pre and post test results in Fitnessgram™ test and develops a basic physical activity plan based on these results.
- **specificity** - type of exercises that increase fitness in each of the five specific areas
 - aerobic capacity/cardiovascular endurance
 - muscular endurance/muscular strength
 - flexibility
 - agility
 - speed
 - **progression** - gradual increase in FITT
 - frequency
 - intensity
 - time
 - type (does not pertain to progression)
- 4.5.1 Identifies several physical activities related to each component of health-related physical fitness to improve **skills** and **health** by participating in the following activities
- **aerobic capacity/cardiovascular endurance**
 - bike riding
 - dancing
 - jogging
 - jumping rope
 - running
 - walking
 - **muscular strength and endurance**
 - chin-ups
 - push-ups
 - sit-ups
 - **flexibility**
 - dynamic stretching (warm-up)
 - static stretching. (cool down)
- 4.6.1 Begins to select and participate regularly in physical activities for the purpose of improving physical skills and health
- **aerobic capacity/cardiovascular endurance**
 - bike riding
 - dancing
 - jogging
 - jumping rope
 - running
 - walking
 - **muscular strength and endurance**
 - chin-ups
 - push-ups
 - sit-ups
 - **flexibility**

PHYSICAL EDUCATION CURRICULUM UNIT – Fitness North Smithfield School District

- dynamic stretching
 - static stretching
- 4.7.1 Identifies factors that inhibit or encourage a physically active lifestyle, e.g.
- **prevent**:: time constraints, financial considerations, motivation, accessibility, environment, illness, low energy
 - **promote**: friends and family role models, time management, confidence, cultural interests, environment
- 4.7.2 Develop personal strategies to adopt and maintain a physically active lifestyle
- explaining positive and negative attitudes toward exercise
 - finding enjoyable activities
 - rewarding success
 - setting goals that are realistic
- 4.8.1 Identifies ways to be physically active in structured and non-structured settings that promote lifelong fitness, e.g.
- structured settings
 - organized youth sports
 - formal instruction (e.g., football, little league baseball, dance, gymnastics, etc.)
 - physical education classes
 - non-structured settings
 - recess
 - free play
 - outdoor chores (e.g. gardening/yard work, raking leaves) .
- 4.8.2 Participates in moderate to vigorous physical activities to meet recommendations of 30-60 minutes per day at least 5 days per week (CDC, NASPE, moderate physical activity).
- 4.9.1 Identifies how various **technologies** can assist in the development of a fitness plan, e.g.
- web-based programs
 - heart rate monitors
 - pedometers
 - physical activity log.
- 4.9.2 Monitors physical activity and intensity levels using **technology**, e.g.
- pedometers
 - heart rate monitors
5. **Physically active life style Personal and social behavior**
- 5.1.1 Uses self-control in game and movement activities, e.g.
- adhere to school handbook.
 - applying safe practices, e.g. proper attire to allow for uninhibited movement
 - proper, intended, and safe equipment use.
 - rules and procedures (classroom management plan)
- 5.2.1 Follows activity-specific laws, rules, procedures, and etiquette for:
- Fitness- ADD
- 5.3.1 Utilizes safety principles in activity situations and settings.
- body awareness
 - body control
 - respect for self and other
 - safe and appropriate clothing and footwear
 - safe and appropriate use of equipment
 - safe and appropriate warm-up and cool-down activities.
 - spatial awareness
- 5.4.1 Works **cooperatively** and **productively** with a partner and/or a group to accomplish a set goal.
- 5.4.2 Knows the benefits of **working cooperatively** in a group to achieve a set goal.
- 5.4.3 Demonstrates **respectful behavior** in competitive as well as cooperative settings.
- 5.4.4 Recognizes **good performance** from teammates and opponents, e.g.

**PHYSICAL EDUCATION CURRICULUM UNIT – Fitness
North Smithfield School District**

- High five
- Ten finger roll
- Fist bump

- 5.4.5 Makes positive **choices** based on the **safety** of self and others.
- 5.4.6 Demonstrates cooperation with peers through **verbal** and **non-verbal communication** to achieve a set goal.
- 5.5.1 Demonstrates behavior that is independent and on task for developmentally appropriate periods of time (3-7 minutes of skills, drills, and stations).
- 5.6.1 Describes and uses appropriate ways to peacefully resolve **conflicts**.
- 5.7.1 Participates with others in games, sports, and activities to achieve a **common goal**.
- 5.7.2 Accepts responsibility for one’s own performance without blaming others.

6. Internal and external environments

- 6.1.1 Identifies appropriate and safe areas within the community to participate in physical activity.
- 6.1.2 Identifies various safe locations that are intended for recreation and play.
- 6.2.1 Identifies physical activities that can be performed in a variety of settings, e.g. Interscholastic, Intramural, Recreational, elite (e.g. AAU, development team), college/university camps, private/independent
- 6.4.1 Identifies healthy ways to promote physical activity with peers through
 - challenging experiences
 - inclusion (inviting others to participate)
 - modeling (activities inside and outside of the school)
 - positive reinforcement.
- 6.5.1 Identifies youth organizations in the community that offer physical activity programs e.g., YMCA/YWCA, Recreation departments, and school enrichment activities (basketball instruction, yoga).
- 6.7.1 Identifies a variety of emotions that can impact physical activity levels.
 - Decreased activity level due to negative emotions such as: depression, sadness, anger, anxiety
 - Increased activity level due to positive emotions such as: contentment, excitement happiness
- 6.8.1 Defines factors to overcome negative emotions and barriers:
 - motivational techniques e.g. (music, friends, logs, goals, etc.)
 - positive self-talk
 - realistic goals
 - recognizes self-accomplishments
 - self-concept
 - self-image
 - social interaction

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

- | | | |
|----------------------|--|--|
| • Activity logs | • Collaboration - interpersonal | • Problem/Performance based/common tasks |
| • Anecdotal records | • Graphic organizers | • Round Robin |
| • Conferencing | • Journals | • Rubrics/checklists |
| • Interviews | • Multiple Intelligences assessments, e.g. | • Tests and quizzes |
| ○ Student to student | ○ Role playing - bodily kinesthetic | ○ |
| ○ Teacher to student | ○ Graphic organizing - visual | |
| • Fitnessgram™ | | |
| • High-five | • Oral presentations | |

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy
Web's Depth of Knowledge Bloom's Taxonomy

PHYSICAL EDUCATION CURRICULUM UNIT – Fitness North Smithfield School District

- skill/conceptual understanding
- strategic reasoning
- extended reasoning
- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES: see curriculum for specifics

<p>Supplementary books/materials</p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram</i>_Test Administration Manual 4th Edition • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p>Technology</p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> • www.aahperd.org • www.cdc.gov • www.charactercounts.org • www.donorschoose.org • www.edhelper.com • www.everdaype.org 	<ul style="list-style-type: none"> • www.fitness.gov • www.fitnessgram.net • www.fitnessmercola.com • www.healthychildren.org (American Academy of Pediatrics) • www.heart.org • www.kidshhealth.org • www.letsmoveinschool.org • www.myplate.org • www.nfl.com/play60 • www.pbis.org (Positive Behavioral Intervention and Support) • www.pecentral.com • www.peuniverse.com (Physical Education sharing ideas) • www.riahperd.org • www.ride.ri.gov • www.shapeupri.org • www.teachpe.com (physical education teaching resources) • www.thrive.org • www.wikipedia.com • www.heartratemonitorzone.net 	<p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment for: <ul style="list-style-type: none"> ○ Basketball ○ Fitnessgram™ ○ Flag football ○ Floor Hockey ○ Soccer • Student white boards • White board markers and erasers
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VOCABULARY

- | | | |
|--|---|--|
| <ol style="list-style-type: none"> 1. aerobic capacity 2. agility 3. biomechanics 4. cardiovascular endurance 5. combinations patterns 6. competency 7. pacer 8. curl-ups 9. push-ups 10. flexibility 11. arm flex hang | <ol style="list-style-type: none"> 12. sit & reach 13. trunk lift 14. rhythm 15. jump 16. swing 17. locomotor skills 18. manipulative skills 19. muscle endurance 20. muscle strength 21. offense 22. pivot 23. proficiency | <ol style="list-style-type: none"> 24. responsibility 25. skills 26. sportsmanship 27. strategies 28. teamwork 29. verbal and non-verbal communication 30. up/down 31. slide 32. glide 33. balance |
|--|---|--|

LESSON PLAN for UNIT # 5-1 Fitness– Fitness Gram

PHYSICAL EDUCATION CURRICULUM UNIT – Fitness

North Smithfield School District

LESSONS

- **Lesson #1 Summary:** Introductory concepts and vocabulary words
 - Pacer, curl-ups, push-ups
 - **Lesson #2 Summary:** Introductory concepts and vocabulary words
 - Flex arm hang, sit and reach
 - **Lesson #3 Summary:** Stations
 - Pacer, curl-ups, push-ups, Flex arm hang, sit and reach
-

OBJECTIVES for Unit #5 LESSON 1-1 Fitness gram

- Use self-control in movement activities.
- Work cooperatively with a partner and in small groups to accomplish a goal.
- Work independently and on task in physical education.
- Identify the physical benefits of participation in regular physical activity.
- Apply strategies in self-lead Fitness Gram
- Demonstrates good form in combinations of movement skills: running, hang, push, reach
- Practice activities to increase skill competencies.

- **Materials/Resources:**
CD, CD player, mats, curl-up ban

- **Procedures:**

- **Lead –in**
Warm ups, explanation/ demonstration
- **Step by step**
Class practice: pacer, curl-ups, push-ups
Record on data collection sheet
- **Closure**
Cool down
Q & A: Why are we practicing fitness?
Are there winners and does winning matter? Why or why not?
How can you improve your personal best?

- **Instructional strategies:** see curriculum introduction

Employs Physical Education best practices e.g.,

- Provides clear expectations for student learning
- Organizes pairs, groups, and teams
- Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives

- Uses a variety of direct and indirect teaching styles
- Allows students guided choices
- Emphasizes critical thinking and problem-solving tactics
- Demonstrates enthusiasm for an active, healthy lifestyle
- Provides for appropriate practice

- **Assessments:** see curriculum introduction

- **Formative**
 - Anecdotal records
 - Interviews - student to student, teacher to student
 - High-five
 - Round Robin
 - Rubrics/checklists
 - Tests and quizzes

PHYSICAL EDUCATION CURRICULUM UNIT – Fitness North Smithfield School District

OBJECTIVES for Unit #5 LESSON 1-2 Fitness gram

- Use self-control in movement activities.
- Work cooperatively with a partner and in small groups to accomplish a goal.
- Work independently and on task in physical education.
- Identify the physical benefits of participation in regular physical activity.
- Apply strategies in self-lead Fitness Gram
- Demonstrates good form in combinations of movement skills: running, hang, push, reach
- Practice activities to increase skill competencies.

□ **Materials/Resources:**
CD, CD player, mats, flex arm hang bars, sit and reach boxes

□ **Procedures:**

- **Lead –in**
Warm ups, review pacer, curl-ups and push-ups, explanation/ demonstration.
- **Step by step**
Class practice: flex arm hang, sit and reach
Record on data collection sheet
- **Closure**
Cool down
Q & A: Why are we practicing fitness?
Are there winners and does winning matter? Why or why not?
How can you improve your personal best?
What are other exercises you can do to improve your strength and flexibility?

□ **Instructional strategies:** see curriculum introduction

Employs Physical Education best practices e.g.,

- Provides clear expectations for student learning
- Organizes pairs, groups, and teams
- Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives
- Uses a variety of direct and indirect teaching styles
- Allows students guided choices
- Emphasizes critical thinking and problem-solving tactics
- Demonstrates enthusiasm for an active, healthy lifestyle
- Provides for appropriate practice

□ **Assessments:** see curriculum introduction

○ **Formative**

- Anecdotal records
- Interviews - student to student, teacher to student
- High-five
- Round Robin
- Rubrics/checklists
- Tests and quizzes

OBJECTIVES for Unit #5 LESSON 1-3 Fitness gram- Stations

- Use self-control in movement activities.
- Work cooperatively with a partner and in small groups to accomplish a goal.
- Work independently and on task in physical education.
- Identify the physical benefits of participation in regular physical activity.
- Apply strategies in self-lead Fitness Gram
- Demonstrates good form in combinations of movement skills: running, hang, push, reach
- Practice activities to increase skill competencies.

□ **Materials/Resources:**
CD, CD player, mats, curl-up bars, flex arm hang bars, sit and reach boxes

PHYSICAL EDUCATION CURRICULUM UNIT – Fitness North Smithfield School District

□ Procedures:

- **Lead –in**
Warm ups
Review pacer, curl-ups, push-ups, sit and reach, flex arm hang

- **Step by step**
Class practice: pacer, curl-ups, push-ups, sit and reach, flex arm hang (rotating stations)
Record on data collection sheet

- **Closure**
Cool down
Q & A: Have you improved your personal fitness? How or how not?
Do you have the knowledge to practice personal fitness outside of school? Examples.
How does the body benefit from the following exercises: Strength? Endurance? Flexibility?

□ Instructional strategies: see curriculum introduction

Employs Physical Education best practices e.g.,

- *Provides clear expectations for student learning*
 - *Organizes pairs, groups, and teams*
 - *Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives*
- *Uses a variety of direct and indirect teaching styles*
 - *Allows students guided choices*
 - *Emphasizes critical thinking and problem-solving tactics*
 - *Demonstrates enthusiasm for an active, healthy lifestyle*
 - *Provides for appropriate practice*

□ Assessments: see curriculum introduction

- **Formative**
 - [Anecdotal records](#)
 - [Interviews - student to student, teacher to student](#)
 - [High-five](#)
 - [Round Robin](#)
 - [Rubrics/checklists](#)
 - [Tests and quizzes](#)

- **Summative**
 - [Round Robin](#)
 - [Rubrics/checklists](#)
 - [Tests and quizzes](#)

**PHYSICAL EDUCATION CURRICULUM UNIT – Fitness
North Smithfield School District**

LESSON PLAN for UNIT # 5–2 Jumping Rope

LESSONS

- Lesson # 1 Summary:** Introductory concepts and vocabulary words (individual)
- Lesson #2 Summary:** Introductory concepts and vocabulary words (individual and partner)
- Lesson #3 Summary:** Drills
Long rope, circular jump ropes
- Lesson #4 Summary:** Stations

OBJECTIVES for Unit #5 LESSON 2-1 Individuals

- Use self-control in movement activities.
- Work cooperatively with a partner and in small groups to accomplish a goal.
- Work independently and on task in physical education.
- Identify the physical benefits of participation in regular physical activity.
- Demonstrates a good form in combinations of movement skills: jumping, swinging, teamwork
- Use offense and defense strategies in lead-in games of football.
- Practice activities to increase skill competencies

- Materials/Resources:**
CD player, CDs, Jump ropes (short ropes), Jump Rope Skills Book

- Procedures:**
 - **Lead –in**
Warm-ups
Demonstration of jump skills
 - **Step by step**
Class practice
 - **Closure**
How does jump roping improve your heart health?
What are the benefits of having a healthy heart?

- Instructional strategies:** see curriculum introduction

Employs Physical Education best practices e.g.,

- Provides clear expectations for student learning
- Organizes pairs, groups, and teams
- Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives
- Uses a variety of direct and indirect teaching styles
- Allows students guided choices
- Emphasizes critical thinking and problem-solving tactics
- Demonstrates enthusiasm for an active, healthy lifestyle
- Provides for appropriate practice

- Assessments:** see curriculum introduction
 - **Formative**
 - Anecdotal records
 - Interviews - student to student, teacher to student
 - High-five
 - Round Robin
 - Rubrics/checklists
 - Tests and quizzes

OBJECTIVES for Unit #5 LESSON 2-2 Individual & Partner

- Use self-control in movement activities.
- Work cooperatively with a partner and in small groups to accomplish a goal.
- Work independently and on task in physical education.
- Identify the physical benefits of participation in regular physical activity.

PHYSICAL EDUCATION CURRICULUM UNIT – Fitness North Smithfield School District

- Demonstrates a good form in combinations of movement skills: jumping, swinging, teamwork
- Use offense and defense strategies in lead-in games of football.
- Practice activities to increase skill competencies

□ **Materials/Resources:**

CD player, CDs, Jump ropes (short ropes), Jump Rope Skills Book

□ **Procedures:**

- **Lead –in
Warm-ups**
Demonstration of jump skills: One short rope, two people
Two ropes, two people
- **Step by step**
Class practice
- **Closure**
What skills do we use during partner jump roping?
How does jump roping improve your heart health?
What are the benefits of having a healthy heart?

□ **Instructional strategies:** see curriculum introduction

Employs Physical Education best practices e.g.,

- Provides clear expectations for student learning
- Organizes pairs, groups, and teams
- Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives
- Uses a variety of direct and indirect teaching styles
- Allows students guided choices
- Emphasizes critical thinking and problem-solving tactics
- Demonstrates enthusiasm for an active, healthy lifestyle
- Provides for appropriate practice

□ **Assessments:** see curriculum introduction

○ **Formative**

- Anecdotal records
- Interviews - student to student, teacher to student
- High-five
- Round Robin
- Rubrics/checklists
- Tests and quizzes

OBJECTIVES for Unit #5 LESSON 2-3 Long Ropes & Circular Ropes

- Use self-control in movement activities.
- Work cooperatively with a partner and in small groups to accomplish a goal.
- Work independently and on task in physical education.
- Identify the physical benefits of participation in regular physical activity.
- Demonstrates a good form in combinations of movement skills: jumping, swinging, teamwork
- Use offense and defense strategies in lead-in games of football.
- Practice activities to increase skill competencies

□ **Materials/Resources:**

CD player, CDs, Jump ropes (long ropes and circular ropes), Jump Rope Skills Book

□ **Procedures:**

- **Lead –in
Warm-ups**
Demonstration of jump skills: Long rope (3 or more people)
Circular jump rope (group)
- **Step by step**
Class practice
- **Closure**
What made your long rope group successful or unsuccessful at jumping? How can you improve for next time?

PHYSICAL EDUCATION CURRICULUM UNIT – Fitness North Smithfield School District

How important is teamwork when working in large groups?

- **Instructional strategies:** see curriculum introduction

Employs Physical Education best practices e.g.,

- Provides clear expectations for student learning
- Organizes pairs, groups, and teams
- Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives
- Uses a variety of direct and indirect teaching styles
- Allows students guided choices
- Emphasizes critical thinking and problem-solving tactics
- Demonstrates enthusiasm for an active, healthy lifestyle
- Provides for appropriate practice

- **Assessments:** see curriculum introduction

- **Formative**

- Anecdotal records
- Interviews - student to student, teacher to student
- High-five
- Round Robin
- Rubrics/checklists

OBJECTIVES for Unit #5 LESSON 2-4 Stations

- Use self-control in movement activities.
- Work cooperatively with a partner and in small groups to accomplish a goal.
- Work independently and on task in physical education.
- Identify the physical benefits of participation in regular physical activity.
- Demonstrates a good form in combinations of movement skills: jumping, swinging, teamwork
- Use offense and defense strategies in lead-in games of football.
- Practice activities to increase skill competencies

- **Materials/Resources:**

CD player, CDs, Jump ropes (short ropes, long ropes), Jump Rope Skills Book, Station Cards, Task cards, Stop Watch, Cones

- **Procedures:**

- **Lead –in**
Warm-ups
Demonstration of each station.
Explanation of each task.
- **Step by step**
Group work
- **Closure**
What station did you enjoy the most? Why?
What station did you enjoy the least? Why?

- **Instructional strategies:** see curriculum introduction

Employs Physical Education best practices e.g.,

- Provides clear expectations for student learning
- Organizes pairs, groups, and teams
- Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives
- Uses a variety of direct and indirect teaching styles
- Allows students guided choices
- Emphasizes critical thinking and problem-solving tactics
- Demonstrates enthusiasm for an active, healthy lifestyle
- Provides for appropriate practice

- **Assessments:** see curriculum introduction

- **Formative**

- Anecdotal records
- Interviews - student to student, teacher to student
- High-five
- Round Robin

**PHYSICAL EDUCATION CURRICULUM UNIT – Fitness
North Smithfield School District**

- Rubrics/checklists
- Tests and quizzes
- **Summative**
 - Round Robin
 - Rubrics/checklists
 - Tests and quizzes

LESSON PLAN for UNIT # 5-3 Fitness– Chinese Jump Ropes

LESSONS

- **Lesson # 1 Summary:** Introductory concepts and vocabulary words
Stance, jump, twist, rhythm,

OBJECTIVES for LESSON # 5-3

- Use self-control in movement activities.
- Work cooperatively with a partner and in small groups to accomplish a goal.
- Identify the physical benefits of participation in regular physical activity.
- Demonstrates a good form in combinations of movement skills: Stance, jump, twist, rhythm
- Practice activities to increase skill competencies

- **Materials/Resources:**

- **Procedures:**

- **Lead –in**

- **Step by step**

- **Closure**

- **Instructional strategies:** see curriculum introduction

Employs Physical Education best practices e.g.,

- Provides clear expectations for student learning
- Organizes pairs, groups, and teams
- Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives
- Uses a variety of direct and indirect teaching styles
- Allows students guided choices
- Emphasizes critical thinking and problem-solving tactics
- Demonstrates enthusiasm for an active, healthy lifestyle
- Provides for appropriate practice

- **Assessments:** see curriculum introduction

- **Formative**
 - Anecdotal records
 - Interviews - student to student, teacher to student
 - High-five
 - Round Robin
 - Rubrics/checklists
 - Tests and quizzes
- **Summative**
 - Round Robin
 - Rubrics/checklists
 - Tests and quizzes

**PHYSICAL EDUCATION CURRICULUM UNIT – Fitness
North Smithfield School District**

LESSON PLAN for UNIT #5-4 Fitness– Rely Races

LESSONS

- **Lesson # 1 Summary:** Introductory concepts and vocabulary words
walk, run, hop, jump, leap, skip, climb, gallop, roll, slide, stop

OBJECTIVES for LESSON # _____

- Use self-control in movement activities.
 - Work cooperatively with a partner and in small groups to accomplish a goal.
 - Work independently and on task in physical education.
 - Identify the physical benefits of participation in regular physical activity.
 - Demonstrates a good form in combinations of movement skills: walk, run, hop, jump, leap, skip, climb, gallop, roll, slide, stop
 - Practice activities to increase skill competencies
- **Materials/Resources:**

 - **Procedures:**
 - **Lead –in**

 - **Step by step**

 - **Closure**

 - **Instructional strategies:** see curriculum introduction

 - **Assessments:** see curriculum introduction
 - **Formative**
 - Anecdotal records
 - Interviews - student to student, teacher to student
 - High-five
 - Round Robin
 - Rubrics/checklists
 - Tests and quizzes

 - **Summative**
 - Round Robin
 - Rubrics/checklists
 - Tests and quizzes

**PHYSICAL EDUCATION CURRICULUM UNIT – Fitness
North Smithfield School District**

LESSON PLAN for UNIT #5-5 Fitness– Yoga

LESSONS

- **Lesson # 1 Summary:** Introductory concepts and vocabulary words
Strength, force, rhythm, balance

OBJECTIVES for LESSON # _____

- Use self-control in movement activities.
- Work cooperatively to accomplish a goal.
- Work independently and on task in physical education.
- Identify the physical benefits of participation in regular physical activity.
- Demonstrates a good form in combinations of movement skills: up/down, step, slide, glide
- Practice activities to increase skill competencies