Germantown Municipal Schools District Physical Education Curriculum Guide

Physical Education (3-5) Module 3

|  |  |
| --- | --- |
| *\*\*The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs\*\** | |
| **Topic: Fitness** | |
| **Overview:**  Health related fitness components (cardiovascular endurance, and muscular strength and endurance, body composition and flexibility) are the primary focus in this module; skill-related fitness components (power, speed, agility, and balance) are also addressed. Aligned with the NASPE and state content and performance standards, the activities are designed to include and challenge all students’ physical skills, while maintaining enjoyable, health- promoting, moderate-to-vigorous physical activity during class. These challenging and fun-filled activities help motivate students to improve their own fitness. Students will use their knowledge of the five components of health related fitness to create a nutritional guide and fitness plan for themselves contributing to their overall health. | |
| ***Essential Question(s):***  What is fitness?  Why is fitness important to your health?  What is the relationship between nutrition and fitness?  What are the five components of health related fitness?  What is a healthy fitness plan for a classmate?  What are good examples of a healthy breakfast, lunch and dinner? | ***Tier III Vocabulary:***  Cardiovascular  Strength  Flexibility  Endurance  Heart rate  Vigorous  Nutrition  Fitness  Body composition (BMI)  Vo2 Max  Aerobic  Anaerobic  *\*Tier II Vocabulary should be taught as referenced in the text.* |
| ***Student Performance Indicators (SPIs):***  *\*\*It is expected and understood that all physical education skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.*  *The standards listed below may be used to create common formative assessments for this academic quarter. \*\**  **State of Tennessee (3-5) Physical Education Standards**  **Standards:**   * + 1. 3.1.1 participates in appropriate physical activities outside the school setting     2. 3.1.2 participates in individual and small group activities in structured and non-structured physical activities settings     3. 3.2.1 analyze developmentally appropriate physical activities for recess, sport and recreation     4. 3.2.2 plan a regular physical activity program and record participation     5. 3.2.3 engage in regular physical activity outside school setting     6. 3.3.1 initiate and organize physical activity with family and friends     7. 3.3.2 initiate and organize appropriate group activities during recess     8. 4.1.1 sustain moderate to vigorous physical activity for longer periods of time     9. 4.1.2 monitor the change in heart rate that occurs during physical activity     10. 4.1.3 identity at least two activities associated with health-related fitness and the benefits of these activities     11. 4.1.4 recognize that physical activity contributes to improved fitness and personal well-being     12. 4.1.5 understand that there is a connection between nutrition and a healthy lifestyle     13. 4.2.1 plan, monitor and set goals in daily physical activities for the purpose of developing and maintaining personal fitness     14. 4.2.2 identify multiple physiological changes that occur during physical activity     15. 4.2.3 identify and use each component of health-related fitness that contributes to the development of personal fitness     16. 4.2.4 maintain a fitness portfolio for the purpose of assessing/ evaluating each component of health related fitness     17. 4.2.5 enjoy achievement of health enhancing levels of fitness     18. 4.2.6 understand the connection between MyPyramid and the Activity Pyramid     19. 4.3.1 apply knowledge of health related fitness and nutrition to create a personal fitness plan to achieve and maintain a healthy lifestyle     20. 6.1.1 participate willingly in a variety of physical activities     21. 6.2.1 describe feelings following participation in physical activity     22. 6.2.2 value the challenges and achievements associated with fitness and skill development     23. 6.2.3 select physical activities for the purpose of self expression     24. 6.2.4 challenge self to higher level of performance     25. 6.2.6 select a new physical activity for participation     26. 6.3.1 seek personally challenging experiences in physical activity both in and out of school     27. 6.2.5 enjoy participation in group activities | ***Content:***  *\*\*Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.\*\**  . Fitness Activities   1. Health-related fitness standards for appropriate level of a standardized physical fitness test (e.g., aerobic capacity, muscle strength, endurance, and flexibility) 2. Perform a variety of activities that contribute to fitness. 3. Demonstrate an understanding of fitness and its contribution of health. 4. Demonstrate respect for individual differences and needs.    * 1. Explain the relationship between healthy living and fitness. |
| ***Cross-Curricular Connections/Applications*** | |
| ***ELA/Literacy Standard:***  **CCSS.ELA.Literacy.CCRA.3**  Analyze how and why individuals, events, or ideas develop and interact over the course of the text. | ***Connections:***  **CCSS.ELA.Literacy.CCRA.3**  Analyze how and why individuals, events, or ideas develop and interact over the course of a physical activity.  **Applications:**  Describe and explain the physiological changes that occur during and after exercise. Students will provide specific evidence of how individuals bodies change, and develop relationships within the interlacement of one physical activity and over the course of multiple physical activities. |
| ***Numeracy Connections:***  **5. Use appropriate tools strategically.**   * Use estimation and other mathematical knowledge to detect possible errors. | ***Connections:***  **5. Use appropriate tools strategically.**   * Use estimation and other mathematical knowledge represented through movement to detect possible errors.   **Applications:**  Estimate your pace in order to meet or exceed your previous score/time on your physical fitness test. Students will estimate the time per lap needed to meet or exceed their previously set time. Additionally, students will estimate how long each repetition of a one-minute fitness test should last to exceed their previously set repetitions. |
| ***ASSESSMENT /EVALUATION*** | |
| ***Assessment/Evaluation:***  Pre and post-instructional skill assessment: Teacher checklist, student checklist, student log, student journal, cognitive assessment, presidential fitness test, physical best, and Fitness Gram | |
| ***Vocabulary*** | |
| **Glossary** | **Definition** |
| Cardiovascular | Of or relating to the heart and the blood vessels |
| Strength | The quality or state of being strong; bodily or muscular power; vigor |
| Flexibility | Capable of being bent, usually without breaking; easily bent |
| Heart Rate | The number of heartbeats per minute |
| Vigorous | Strong; active; robust; energetic; forceful; powerful action in effect |
| Fitness | Capability of the body of distributing inhaled oxygen to muscle tissue during increased physical effort |
| Nutrition | The act or process of nourishing or being nourished. The process by which organism take in and utilize food materials |
| Body composition (BMI) | The proportion of fat, muscle, and bone of an individual’s body, usu. Expressed as percentage of body fat and percentage of lean and body mass |
| Endurance | The ability or strength to continue or last, especially despite fatigue, stress or other adverse conditions; stamina |