

**BMS Physical Education Middle School
Canterbury Public Schools**

Subject	Physical Education												
Grade Level	Middle School Grades 5 -8												
Unit Title	Fitness												
Unit Goals	<p>Grade 5 and 6</p> <ul style="list-style-type: none"> • Develop an understanding for the importance of becoming and staying physically fit in order to live a long and happy life. • Develop a student “tool belt” for how they can engage in physical fitness outside of the Physical Education environment. • Learn a variety of different fitness exercises and how to maturely perform them. • Learn the differences between flexibility, muscular strength and muscular endurance, as well as what kind of different exercises go along with what different components. <p>Grade 7 and 8</p> <ul style="list-style-type: none"> • Learn the importance of how physical fitness can impact one’s life as a whole. • Learn how different fitness activities can impact different parts of the body. • Learn the differences between aerobic, anaerobic and cardiovascular endurance. 												
Pacing (# of weeks)	5 weeks - All grades 5 -8												
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Content/Conceptual Knowledge (know)	<p>Participating in physical activities has healthful benefits and enables people to remain alert, engaged, (healthy mind and body)</p> <ul style="list-style-type: none"> ● Various Muscles ● Eccentric vs. Concentric Movements ● Flexibility ● Muscular Strength ● Muscular Endurance 		
Skills (be able to do)	<ul style="list-style-type: none"> ● Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities ● Demonstrate an understanding of concepts as they apply to the learning and performance of physical activities ● Fitness related skills: <ul style="list-style-type: none"> ○ Locomotor Movement Concepts ○ Non-locomotor Movement Concepts ○ Effectively and Efficiently Training for Different Sports ○ Effectively Work Different Energy Systems (Aerobic vs. Anaerobic) ○ Increase Student Cardiovascular Fitness ○ Increase Student Muscular Strength ○ Increase Student Muscular Endurance ○ Increase Student Flexibility 		
Essential Questions	<p>How does participating in physical activities keep one healthy?</p> <p>What different ways can the body move given a specific purpose?</p> <p>How can I move effectively and efficiently?</p> <p>What can I do to be physically active, and why is this important?</p> <p>Why is it important to be physically fit and how can I stay fit?</p> <p>How do I interact with others during physical activity?</p> <p>How will physical activity help me now and in the future?</p>		
Enduring Understandings	<p>Students will be able to understand...</p> <ul style="list-style-type: none"> ● competency in motor skills and movement patterns needed to perform a variety of fitness skills and exercises. ● movement concepts, principles, strategies and tactics as they apply to various fitness skills, exercises and game play. 		

	<ul style="list-style-type: none"> ● that staying physically fit by performing regular fitness exercises is only one way to participate regularly in physical activity. ● how active participation in various fitness principles can incorporate both fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness. ● how exhibiting responsible personal and social behavior while practicing various fitness skills, exercises and activities will result in respecting self and others. ● how choosing physical activity through fitness skills and activities for health, enjoyment, challenge, self-expression and/or social interaction will allow for one to sustain a physically active lifestyle. ● understand how fitness related skills can apply to a variety of different physical activities. (Cognitive Standard / Domain)
Vocabulary	<ul style="list-style-type: none"> ● In control of body (eccentric & concentric movements, work:rest ratio and body awareness) ● Strength ● Speed ● Power ● Endurance ● Energy Systems (Anaerobic vs. Aerobic) ● Heart Rate (<u>B</u>eats <u>P</u>er <u>M</u>inute)
Common Learning Experiences broken down by standard addressed in the unit	<p>Student Can:</p> <ul style="list-style-type: none"> ● Participate in fitness related activities outside of the Physical Education setting. (Psychomotor Standard / Domain) ● Work effectively and efficiently with a variety of different people, regardless of background or skill level. (Affective Standard / Domain) ● Various Levels of <i>Sportsmanship Skills</i>
Assessments	<ul style="list-style-type: none"> ● Skill checks ● Stations checks ● Knowledge checks ● Peer assessments <p>** Students will be assessed daily on their understanding and proficiency level of warm up and activity periods. This assessment will be based off a written rubric.</p>
Resources	<ul style="list-style-type: none"> ● Various Levels of Technology <ul style="list-style-type: none"> ○ Videotape ○ Coaches Eye (a program on the Ipad that helps students visually see their learning) ● P.E. Central Lesson Ideas
Student Resources	<ul style="list-style-type: none"> ● Stopwatches ● Station Papers / Pictures ● Heart Rate Worksheets ● Pushup Bars

	<ul style="list-style-type: none"> ● Jump Ropes ● Variable Resistance Bands ● Medicine Balls ● Balance Boards ● Cones ● Peer and Teacher Support & Encouragement
Teacher Resources	<ul style="list-style-type: none"> ● Cones ● Timers ● Floor Tape ● Partner Makers ● Planning Periods ● Whistles ● Music/Speaker ● Soft Floor Mats ● Various Pieces of Fitness Equipment stated above
Strategies	<p><u>Coaches Eye</u> for the purpose of...</p> <ul style="list-style-type: none"> ● student reflection / assessment ● teacher assessment ● peer assessment ● feedback opportunities <p>Other Teaching Strategies...</p> <ul style="list-style-type: none"> ● partner work / partner feedback ● individual work ● divergent problem-solving ● direct teaching
Behaviors	<p>Students will learn to...</p> <ul style="list-style-type: none"> ● Persevere ● Work hard ● Take turns ● Peer assess