

STANDARD 2.6 FITNESS GRADE 3&4

<p>Established Goals: Standards</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>A. Fitness and Physical Activity</p> <p>2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</p> <p>2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</p> <p>2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.</p> <p>2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</p>	Transfer	
	<p>Students will be able to: A. Appropriate types and amounts of physical activity enhance personal health.</p>	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	<p>A. Understanding fitness concepts and skills and integrating them into your everyday routine support wellness. Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the least amount of effort. Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. Achieving and maintaining fitness requires age-related intensity, duration and frequency of exercise. Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.</p>	<p>A. What is the minimum amount of exercise I can do to stay physical do to stay physically fit?</p> <p>How do I develop an appropriate personal fitness program and find the motivation to commit to it?</p> <p>How do you realize age-appropriate fitness?</p>
	Acquisition	
	KNOWLEDGE	SKILLS
	<i>Students will know how to...</i>	<i>Students will be skilled at...</i>

	<p>Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.</p>	<p>A. Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</p> <p>Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</p> <p>Develop a health-related fitness goal and track progress using health/fitness indicators.</p> <p>Determine the extent to which different factors influence personal fitness, such as heredity, training, diet and technology.</p>
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Vocabulary	Instruction and Pacing	
<p>Fitness and Physical Activity, Fitness Concepts, Intensity, Duration, Exercise Motivation, Physical, Social, Emotional, Intellectual</p> <p>Related Vocabulary</p>	<p>Content and learning activities related to</p>	
	<p>A. Fitness and Physical Activity</p>	<p>2 weeks</p>
Resources		
<p>Text Books/Workbooks</p> <p>Internet research</p> <p>Health Web Sites</p> <p>Games</p>		
Differentiation and Accommodations		

Provide graphic organizers
 Provide additional examples and opportunities for additional problems for repetition
 Provide tutoring opportunities
 Provide retesting opportunities after remediation (up to teacher and district discretion)
 Teach for mastery not test
 Teaching concepts in different modalities
 Adjust pace and homework assignments

ELL Modifications

- Utilize the World Language Teacher and the ELL Teacher

21st Century Skills Critical Thinking, Creative Thinking, Collaborating, Communicating, and Technology Literacy

Instructional Strategies

Fairfield School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

Interdisciplinary Connections

Common Misconceptions	Proper Conceptions
A. Regular physical activity does not help with your social, emotional, and intellectual health.	A. Regular physical activity does help with your social, emotional and intellectual health.

Performance Task
<p>Written assessments, Small group/class discussion, Homework,</p> <p style="text-align: center;">Rubric</p>



ASSESSMENTS

Suggested Formative Assessment

Problem of the Day

Lesson Quizzes

Exit Ticket

Anecdotal Records (Topic Observation Checklist)

Suggested Summative Assessment

Grade level developed Unit/Envisions Topic Tests

Ed-Connect Express Tests /State Unit Benchmark Assessment/Performance Task