

**STANDARD 2.6 FITNESS GRADE 5&6**

<p><b>Established Goals:</b> Standards</p> <p><b>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</b></p> <p><b>A. Fitness and Physical Activity</b></p> <p>2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program.</p> <p>2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness</p> <p>2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.</p> <p>2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p> <p>2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.</p>	<b>Transfer</b>	
	<p><b>Students will be able to:</b></p> <p>A. Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.</p>	
	<b>Meaning</b>	
	<b>ENDURING UNDERSTANDING</b>	<b>ESSENTIAL QUESTIONS</b>
	<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 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>
	<b>Acquisition</b>	
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<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. Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during and after the program.</p> <p>Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p>
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Vocabulary	Instruction and Pacing	
<b>Fitness and Physical Activity, Fitness Concepts, Intensity, Duration, Exercise Motivation, Physical, Social, Emotional, Intellectual, Age-appropriate fitness Related Vocabulary</b>	<b>Content and learning activities related to</b>	
	<b>A. Fitness and Physical Activity</b>	<b>2 weeks</b>
Resources		
<p><b>Text Books/Workbooks</b></p> <p><b>Internet research</b></p> <p><b>Health Web Sites</b></p> <p><b>Games</b></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

**21<sup>st</sup> 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	
Written assessments, Small group/class discussion, Homework,	
Rubric	



# 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