Fifth Grade - Fitness

The focus of **Fitness** is to introduce the students to the elementary physical education setting. This segment should be at the beginning of the school year. Within this unit, teachers should establish the learning environment (rules, expectations, etc.) Students need to know that they are expected to work cooperatively, productively, and safely with others during physical education class.

Within this portion of unit one, the students should participate in fitness and condition-related activities, including fitness pre-testing. Students will be able to identify the components of health-related fitness (cardio-respiratory endurance, muscular strength, muscular endurance, and flexibility). The Science focus will be on Anatomy. Students will learn about the skeleton and the muscular system.

Weeks

Dates

Time

1-5

August 17– September 7

**Fitness**

**3.c. Participates in the Georgia Fitness Assessment Program with teacher supervision.**

Unacceptable

6 points

Needs Improvement

7 points

Passing

8 points

Target

9 points

Exemplary

10 points

Refuses to participate or is not participating safely

Completes some of the components, does not use good form which causes inaccurate scores.

Completes most of the components with few form breaks, and scores are fairly accurate.

Completes all components with few form breaks, and records correct scores.

Completes all components, uses proper form, and records correct scores.

**3.d. Compares Georgia Fitness Assessment results to Healthy Fitness Zones (HFZ).**

Students will compare their scores from the PACER, Push-up, and Sit-up tests to the HFZs to assess their fitness level by using the following website - https://pftdata.org/files/hfz-standards.pdf

**3.b. Designs a plan to address ways to use physical activity to enhance fitness.**

Students will design a five-day exercise plan that includes a variety of activities and last at least one hour per day. The plan must include at least one activity that focuses on muscular endurance, cardiorespiratory endurance, and flexibility for each day.

**3.a. Summarizes the effects of physical activity on body systems.**

**(Cardiovascular, Muscular, Respiratory, Skeletal, and Nervous)**

Cardiovascular

Lower resting heart rate, quicker recovery from exercise. Reduced risk of heart disease. Increased number of capillaries in muscles. Increased volume of blood and red blood cells.

Muscular

Increases muscle mass and strength which protects your joints and bones.

Respiratory

Increase capacity and effectiveness of lungs, faster gaseous exchange from carbon dioxide to oxygen. Body will be more efficient using at using oxygen.

Skeletal

Improve your bone density, increasing the strength of ligaments of the joints associated with them, and reduce the risk of osteoporosis

Nervous

Exercise promotes blood flow to the brain and supplies the cells with oxygen and nutrients; in addition, it seems to boost brain hormones that help keep you focused.

WIDA Standard

I can recall and describe different ways to perform various exercises, using different muscle groups, in a group setting.

Week

Essential Questions and Lessons

1

Why are we here?

Students will learn rules and procedures. We will go over their folder and working with a partner to fill out the folder. I will introduce how to warm-up and cool-down, and the importance of both. I will introduce the components and we will perform a mile run or PACER activity.

Anatomy focus: Muscular and Skeletal systems

2

**5.3.c**

What are the components of fitness, and why is each important for me?

We will participate in all components to the Georgia Fitness Assessment Program. Students may choose an activity when all components are complete.

Anatomy focus: Cardiovascular system

3

**5.3.d**

How do you know if you are healthy?

Students will find their healthy fitness zone (HFZ) for all components and circle any scores that are in the HFZ after running a mile, or during yoga.

Anatomy focus: Respiratory system

4

**5.3.b**

Why is it important to create goals and plan to improve your fitness?

Students will design a five-day exercise plan that includes a variety of activities and last at least one hour per day. The plan must include at least one activity that focuses on muscular endurance, cardiorespiratory endurance, and flexibility for each day. Student may use a FitStep pedometer to track fitness and choose an activity when assessment is complete.

Anatomy focus: Nervous system

5

**5.3.a**

What are your body systems, and how does exercise affect them?

Students will learn about a different body system, and do an activity that applies to the body system. Ex. Cardiovascular – perform a mile run; Muscular – see how many sit-ups and push-ups you can do in a row; Respiratory – cardio routine, or step aerobics; Skeletal – perform sit and reach; and Nervous – take a written test on how the body systems improve due to exercise.

Vocabulary

FitnessGram

Curl-ups

Push-ups

PACER

Sit and Reach

Cardio-respiratory endurance

Muscular Strength

Muscular endurance

Flexibility

Evidence of Learning

**What students should know**

**What students should be able to do**

 The path of blood as it travels through the body and its involvement in oxygen transportation.

· The name of each of the primary muscles/muscle groups they are exercising during specific movements.

· The difference between flexion and extension and which movement produces effort.

· Why stretching a cold muscle can lead to injury.

· Participate in Fitnessgram testing activities and score in the healthy fitness zone.

· Participate in fitness-based activity while remaining in a safe, yet effective, heart-rate zone.

· Calculate the levels that represent the top and bottom of their resting heart rate zone and target heart rate zone.

· Demonstrate the ability to engage alone or cooperatively with others, during fitness activities.

Balanced assessments over the course of this semester will include traditional tests and performance assessments as suggested below:

Additional Activities

Name of Activity: **Fitness Stations**

Students will rotate through an assortment of fitness-related stations. Examples of stations may be: jump rope, step aerobics, wall sit, push-up challenge, crunch challenge, dyna-bands, rest/water, etc.

Name of Activity: **Aerobics**

The entire class of students is arranged in organized lines and follows an aerobic routine lead by the instructor at the front of the room.

Name of Activity: **Muscle Of The Week**

On the first day during the week when I see each class in physical education, I draw a muscle on my body using washable markers. This becomes our "muscle of the week". While we are warming up I introduce the proper muscle name (ex. tibialis anterior) and we practice an exercise that strengthens and/or stretches that muscle (for example, using stretch bands to contract and lengthen the muscle). Throughout the class, we emphasize movements and activities which employ the "muscle of the week" and solicit responses from students for additional movements that use the muscle.

During the second class meeting of the week, I verbally quiz each class about the name of the muscle, its location, movement and practical functions (no muscle is drawn on my body during this class meeting.)

Note: for muscles not readily displayed, I draw the muscle on a t-shirt and /or shorts. We also remember to review the previous week's "muscles" during the following week. A bulletin board display can also be used to further the concept of the "muscle of the week".

**Rules and Procedures**

**Opening:** Introduce students to Physical Education and give a synopsis of the year.

**Teaching:** Discuss rules and procedures.

Rules – Listen, be safe, be kind, be honest, and be responsible. 1,2,3,4,5 system

Procedures – Coming in, “grapes”, ways to get attention, “1,2,3, freeze!”, “5-4-3-2-1”, moving clips, Hawks bucks, restroom, water, tattling vs. telling, fire/evacuation drill, inclement weather drill, intruder drill, finding a square, getting a partner or group, cleaning up, lining up, and meditation.

Introduce Folders – Explain grading sheet and fitness logs.

**Work Period:** Students practice various procedures (coming to grapes; getting attention; freeze and sit down; emergency drills; finding personal space, a partner, or a group; cleaning up and lining up.)

Students choose folder, review it, and place it in homeroom teacher’s box.

**Closing:** Discuss the importance of being physically active, and giving compliments.

 **Fitness Logs**

**Opening**: Introduce the fitness logs and discuss how we can track our health.

**Teaching**: Discuss the differences between flexibility, muscular endurance, and cardio-respiratory endurance. Explain how each makes you healthy in different ways, and that we will be participating in all three of these types of exercise today

**Work Period**: Students will perform all activities on the activity log, record their scores, put their folder up, then follow along with the All in one Yoga app, which is being displayed on the big screen.

**Closing**: Discuss how your body feels different after exercise.

 **Running for straws**

**Opening**: Running for straws. Explain what distance each straw represents and how we will add up all the straws to see how far that we have traveled. Encourage each other to run so that we can get a higher score. Track totals for each class period.

**Teaching**: Give each student a straw for each lap. Encourage them to jog and to encourage one another. Instruct students to place earned straws in a container, get water, fill out their fitness log. Make sure students show their fitness logs to the teacher before putting it in their teacher’s bin and start playing Rock, Paper, Scissors or partner tag. Set up SWORKIT app. Use participation rubric during application participation.

**Work Period**: Students perform fitness logs and record data. Join a game of Rock, Paper, Scissors or partner tag after putting up their folder and drinking water.

Use SWORKIT application to project a muscular endurance routine.

**Closing**: Announce running total and explore tactics and set goals for higher total.

**FitnessGram with FITstep Pedometers**

**Opening**: Introduce the FitnessGram test and the test components. Discuss healthy fitness zones and what the scores indicate.

**Teaching**: Model participation of each component and show where to record scores. Monitor fitness stations and check student folders before they put it up. Instruct students on the use of, distribute, and collect pedometers at the end.

**Work Period**: Students perform fitness tests and record the data in their folder. Check with a teacher, then put your folder up, join an activity of your choice. Return pedometer and line up for closing.

**Closing**: Discuss the difference between fitness testing for data, and playing games, and the importance of each.