

Anoka Hennepin K-12 Curriculum Unit Plan

Department: Physical Education

Course/Grade Level: 2nd Grade

Unit Title: Cardiovascular

Number of Lessons/Days: Trimester 1 – 8 Weeks

Unit Summary: Students will learn about cardiovascular fitness and will be asked to identify activities that will change their heart rate. Students will begin to understand that there is a direct correlation between exercise/activities and heart rate. At the conclusion, of the unit students will be asked to pick an activity that will raise their heart rate and explain the reasoning for their pick. Finally, they will be asked to give a new example of an activity that will intentionally change their heart rate.

DESIRED RESULTS (STAGE 1)

Program Understanding and/or Minnesota State/Local/Core Standards and Technology Standard(s) addressed:

I. Lifestyle and Physical Activity

Students will understand that physical activity affects quality of life.

Standard 3: Participates regularly in physical activity.

Benchmarks:

- 1: Students will experience and express pleasure from participation in physical activity.
- 2: Students will engage in moderate to vigorous physical activity.
- 3: Students will identify and participate in at least one activity related to the components of health-related fitness.

II. Fitness

Students will understand that maintaining personal health and physical fitness levels will have life-long benefits.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Benchmarks:

- 1: Students will engage in sustained physical activity that causes an increased heart rate and heavy breathing.
- 2: Students will recognize the physiological indicators that accompany moderate to vigorous physical activity (e.g., sweating, increased heart rate, heavy breathing).
- 3: Students will progress in their ability to participate in moderate physical activities.
- 4: Students will participate in physical activities that reflect the components of health-related fitness.

<p>Overarching Understanding(s) from Curriculum Map/Course Understandings:</p> <p><i>Students will understand that....</i></p> <ul style="list-style-type: none"> • consistent and frequent physical activity benefits your health. • there are components of fitness that affect your health. <p>Topical Understanding(s) Specific to Unit:</p> <p><i>Students will understand that....</i></p> <ul style="list-style-type: none"> • they can intentionally change their heart rate to make their heart healthier. 	<p>Essential Question(s) from Curriculum Map/Course Essential Questions:</p> <p><i>To understand, student will need to consider such questions as...</i></p> <ul style="list-style-type: none"> • How will physical activity affect my health? • What does it mean to be physically fit? <p>Topical Essential Questions for Unit:</p> <p><i>To understand, student will need to consider such questions as...</i></p> <ul style="list-style-type: none"> • What exercises/activities will change my heart rate? • How does my heart rate change with exercise/activity?
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<i>To understand, student will need to...</i>	
<p>know...Student will need to know the following in order to...(e.g. facts, concepts, generalizations, rules, theories, principles)</p>	<p>be able to...(Students will be able to DO...skills, procedures, processes)</p>
<ul style="list-style-type: none"> • that pulse represents a heart rate • there are a variety of activities/exercises to increase heart rate • effects of exercise on body: hot, sweaty, tired, heart rate increases, breathing increases • pushing through the tired feeling improves cardiovascular endurance <p>Essential new vocabulary:</p> <ul style="list-style-type: none"> • Exercise/Activity • Pulse • Oxygen • Movement • Pace 	<ul style="list-style-type: none"> • identify activities that changes heart rate • identify the effects of exercise (sweating, breathing heavy, hot) • run continuously for 1 minute • complete the mile/half mile run

Common misunderstanding(s):

- sweating is bad or unhealthy
- exercise does not take place during daily routines (walking, shoveling)
- when I feel tired, I should stop exercising