**Common Core Brand Unit Plan**

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| **Developed By: Olivia Petersen/ Deanna Stewart****Name of Collaborative:** **Curriculum Area: BPE****Unit Title: Physical Activity and Safety****Time Frame: 2 weeks****Note: Each teacher keeps his/her own copy reflecting teacher’s unit plan** |
| **Desired Results** |
| **Content Standards ( # and brief description): *Copy and paste from Picasso*** |
| PEHS4: Achieves and maintains a health-enhancing level of physical fitness; PEHS2: Participates in Regular Physical ActivitiesELEMENT: Evaluates the relationship of physical activity, safety, and injury prevention |
| **Content (Unpack Nouns from Standards):** *Students will know…* | **Skills (Unpack Verbs from Standards):** *Students will be able to…* |
| Physical Activity, Risk Factors, Fitness Attitudes, Screening, Environmental Concerns, Safety Gear, Prevention of injuries  | Evaluate physical fitness, Understand Risk Factors that lead to health problems, Develop positive attitudes about fitness, Prevention of injuries |
| **Essential Vocabulary: Physical activity, exercise, physical fitness, personal fitness, health vs. wellness, functional health, sedentary, self-esteem, conflicts, functional fitness, skill-related fitness, health related fitness, medical screening, obesity, chronic disease, asthma, hernia, medical history, pronation, supination, toe box, RICE, tendons, ligaments, cartilage, shin splints, stress fracture, sprain, strain, heat stroke, fluid balance, dehydration, heat cramps, heat exhaustion, heat-stress index, wind-chill factor** |
| **Essential or Guiding Questions:** *\*Why is it important to set short and long term goals when analyzing personal fitness?**\*Explain how a person can adjust his/her lifestyle and behaviors to reduce his/her risk for early death.**\*What is the relationship between personal fitness and health?**\*Why is it important to know the air temperature and amount of humidity when exercising?**\*Explain the importance of losing replacement fluids during and after vigorous exercise.* |
| **Assessment Evidence** |
| **Common Pre-Test****(Optional)** | True/False questionnaire of exercise safety. Fitness Gram Pre-Test |
| **Formative Assessments****(build from Summative)** | Health related components poster, Obesity article GIST, Group Presentations on exercise safety |
| **Common Mid-Unit Assessment** | Ch. 1 Quiz, Ch. 2 Quiz |
| **Common “Almost There” Assessment****(Should “mirror” the Common Summative Assessment in types and number of questions)** | Ch. 1 and 2 Study Guide questions. Fitness Center orientation. Verbal questions as a review. Jog/walk pacing |
| **Remediation Plan (What will you do between the Almost There and the**  | Based on quiz outcome, students will be allowed to collaborate to correct responses. Re-test if needed |
| **Common Summative Assessment** | Ch. 1 Quiz, and Ch. 2 Quiz |

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| **Common Core Elements** |
| **Reading Element****(Literary and Informational Text)** | The students will compare and contrast obesity rates over the past 30 years and write a summary using GIST |
| **Writing Element****(Argumentative, Expository/Explanatory, Narrative with Text Evidence)** | If you were writing a letter to the Governor of GA, explain why having physical fitness in school should/should not be required in all grade levels. |
| **Speaking Element****(Discussion/Debate****Presentations)** | Create discussion boards stemming from the argumentative essay. |
| **Listening/Viewing Elements****( Music, Art, Video Clips)** | \*Obesity trends Power Point\*You tube streaming on Obesity |
| **Performance-Based Tasks** | Peer evaluation of argumentative essaysParticipation in debateAnalysis of video |

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| **Learning Plan** |
| **Pacing Guide****(weekly or daily)** | Lesson 1-4 Ch. 1 (1 week total, 1 classroom day)Lesson 1-4 Ch. 2 (1 week total, 1 classroom day)Evaluation: 1 day for Ch. 1 Quiz and 1 day for Ch. 2 quiz4 days for Fitness Gram testing: situps/pushups, height/weight, sit and reach, pacer, 12 min run |
| **Learning Activities/Engagement** | 1. Peer collaboration: for writing assignments
2. Graphic organizers: GIST
3. Evaluating information: obesity rates
4. Developing broader awareness: videos/ articles
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| **Differentiation****(Please address how you will differentiate to meet remedial, on-level and gifted students)** | Graphic organizers/ peer tutoring/ small group/ modified assessments/ extra time. |
| **Materials/Resources** | Text book/ Power Point/ LCD projector/ Intranet/ Computers/colored pencils, drawing paper, graphic organizer templates |
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