**Common Core Brand Unit Plan**

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| **Developed By: Olivia Petersen/ Deanna Stewart**  **Name of Collaborative:**  **Curriculum Area: BPE**  **Unit Title: Designing a Personal Fitness Program**  **Time Frame: 1 week**  **Note: Each teacher keeps his/her own copy reflecting teacher’s unit plan** | | |
| **Desired Results** | | |
| **Content Standards ( # and brief description):** | | |
| PEHS4: Achieves and maintains a health-enhancing level of physical fitness  ELEMENT: Evaluates the relationship of physical activity, safety, and injury prevention  PEHS3: Participates in Regular Physical Activities | | |
| **Content :** *Students will know…* | | **Skills:**  *Students will be able to…* |
| Health Related Fitness, Skill Related Fitness, Overload Principle, Specificity, Goal Setting, Progression | | Evaluate health related fitness vs. skilled related fitness, Applying that overload principle, Describe the principle of specificity, Understanding the principle of progression, Performing a warm-up, cool-down properly |
| **Essential Vocabulary: Energy cost, agility, balance, coordination, speed, power, reaction time, exercise prescription, overload principle, frequency, intensity, heart rate, perceived exertion, talk test, time, type, specificity principle, short/long term goal, progression principle, overuse injury, trainability, training plateau, detraining, cross-training, overtraining, fatigue, insomnia, restoration, warm-up, active warm-up blood pooling, cardiovascular cool-down, stretching cool-down** | | |
| **Essential or Guiding Questions:**  *\*Describe how the perceived exertion scale and your heart rate can be used to determine your exercise intensity needs.*  *\*List some common signs of detraining. Tell how to avoid detraining?*  *\*Explain the relationship between the four FITT factors*  *\*How can you influence your personal fitness progression by changing FITT?* | | |
| **Assessment Evidence** | | |
| **Common Pre-Test**  **(Optional)** | . | |
| **Formative Assessments** | Create a 16 week overload health related fitness plan  Participate in a Skill Related Fitness Lab  Participates in Physical Activities- jog/walk, fitness center, free weights, aerobic activity, abs, circuits | |
| **Common Mid-Unit Assessment** | Ch. 3 Quiz, Ch. 3 lab | |
| **Common “Almost There” Assessment** | Ch. 3 vocabulary, Ch. 3 outline, Ch. 3 FITT | |
| **Remediation Plan** | Based on quiz outcome, students will be allowed to collaborate to correct responses. Re-test if needed | |
| **Common Summative Assessment** | Ch. 3 Test | |

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| **Common Core Elements** | |
| **Reading Element**  **(Literary and Informational Text)** | The students will compare and contrast health related fitness vs. skill related fitness in a Venn diagram |
| **Writing Element** |  |
| **Speaking Element** | Create a fitness plan and discuss different exercises and activities that target each health related component |
| **Listening/Viewing Elements**  **(** |  |
| **Performance-Based Tasks** | Participates in the Skill Related Lab  Participation in discussion |

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| **Learning Plan** | |
| **Pacing Guide** | Lesson 1-5 Ch. 3 (1 week total, 1 classroom day)  Evaluation: 1 day for Ch. 3 Quiz and 1 day for Ch. 3 skill related component |
| **Learning Activities/Engagement** | 1. Peer collaboration: for skill related fitness components, and goal setting 2. Graphic organizers: Venn Diagram 3. Evaluating information: FITT, and Health vs. Skilled Related Component |
| **Differentiation** | Graphic organizers/ peer tutoring/ small group/ modified assessments/ extra time, adjusting time for lab |
| **Materials/Resources** | Text book/ Gym/ Computers/ graphic organizer templates/ |