**Common Core Brand Unit Plan (Revised for 2012-2013)**

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| **Developed By: Olivia Petersen/ Deanna Stewart/Gail Connors****Name of Collaborative:** **Curriculum Area: BPE****Unit Title: Cardiorespiratory Endurance****Time Frame: 2-3 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*** |
| PEHS1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activitiesELEMENT: Preforms skills, which at a level of competency, contributes to health related fitness.PEHS4: Achieves and maintains a health-enhancing level of physical fitnessELEMENT: Evaluates the relationship of physical activity, safety, and injury preventionELEMENT: Maintains or improves fitness level by the national standard |
| **Content (Unpack Nouns from Standards):** *Students will know…* | **Skills (Unpack Verbs from Standards):** *Students will be able to…* |
| Target Heart Rate Zone formula, Circulatory System, Cardiovascular Disease, Anaerobic/Aerobic, FITT, Fitness Equipment | Evaluate anaerobic/aerobic activities, Applying the FITT principle, Demonstrate how to calculate target heart rate zone, Explain lifestyle diseases, Compare/Contrast fitness equipment |
| **Essential Vocabulary: aerobic activity, circulatory system, hemoglobin, stroke volume, arteries, capillaries, veins, respiratory system, diaphragm, cardiorespiratory endurance, lifestyle diseases, atherosclerosis, stroke, peripheral vascular disease, hypertension, emphysema, blood pressure, fast/slow twitch muscle fibers, anaerobic/aerobic fitness, interval training, steady-state jog test, Cooper’s 1.5 mile, steady-state jog/cycle/swim test, exercise stress test, elliptical motion trainer, pedometer, heart rate monitor, target heart range, deconditioned, warranty, recumbent cycles** |
| **Essential or Guiding Questions:** *\*Explain how you can reduce your risk of cardiovascular disease.**\*How can you use interval training in your personal cardiorespiratory fitness plan?**\*Compare and contrast anaerobic/aerobic training.**\*What tips could you give a friend who was considering buying a treadmill for home use?**\*Describe three ways you can evaluate your cardiorespiratory fitness levels.* |
| **Assessment Evidence** |
| **Common Pre-Test****(Optional)** | . |
| **Formative Assessments****(build from Summative)** | Vocab Bingo |
| **Common Mid-Unit Assessment** | Ch. 7 Quiz |
| **Common “Almost There” Assessment****(Should “mirror” the Common Summative Assessment in types and number of questions)** | Ch. 7/8 vocabulary |
| **Remediation Plan (What will you do between the Almost There and the Summative Assessment?)** | Based on quiz outcome, students will be allowed to collaborate to correct responses. Re-test if needed |
| **Common Summative Assessment** | Ch. 7/8 Quiz |

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| **Common Core Elements** |
| **Reading Element****(Literary and Informational Text)** | The students will compare and contrast aerobic/anaerobic fitness, and calculate THR, Heart Attacks Strike the Young with a GIST |
| **Writing Element****(Argumentative, Expository/Explanatory, Narrative with Text Evidence)** |  |
| **Speaking Element****(Discussion/Debate****Presentations)** | Create a fitness plan and discuss different exercises and activities that target each health related component |
| **Listening/Viewing Elements****( Music, Art, Video Clips)** |  |
| **Performance-Based Tasks** | Participation in discussion |

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| **Learning Plan** |
| **Pacing Guide****(weekly or daily)** | Lesson 1-4 Ch. 7 (1 week total, 1 classroom day)Evaluation: 1 day for Ch. 7 Quiz  |
| **Learning Activities/Engagement** | 1. Peer collaboration: Target Heart Rate
2. Graphic organizers:
3. Evaluating information: FITT, and Cardio and Respiratory Systems work together
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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, adjusting time for lab |
| **Materials/Resources** | Text book/ Gym/Hearth Rate Monitors/ Calculator, graphic organizer templates/ |
| **Collaborative Reflection****(**What can be improved? What went Morewell and what did not go well?) | Time of meeting: from 2:00-3:00Went well:: pacing/ cooperation/ everyone took part |