**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 activities  ELEMENT: Preforms skills, which at a level of competency, contributes to health related fitness.  PEHS4: Achieves and maintains a health-enhancing level of physical fitness  ELEMENT: Evaluates the relationship of physical activity, safety, and injury prevention  ELEMENT: 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 |
| **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 2:00-3:00  Went well:: pacing/ cooperation/ everyone took part |