**Common Core Brand Unit Plan**

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| **Developed By: Olivia Petersen****Name of Collaborative:** **Curriculum Area: BPE****Unit Title: Muscles****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*** |
| 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…* |
| Resistance Training, Muscular Strength, Muscular Endurance, Muscles and Functions, Cardiac, Smooth, Skeletal Muscles, Free Weights, Weight machines, Safety | Evaluate muscular strength/endurance, Applying goals to resistance training, Demonstrate how to have weight room etiquette, Recognize different types of muscles, Compare/Contrast fitness equipment |
| **Essential Vocabulary: resistance training, muscular strength, absolute muscular strength, relative muscular strength, relative muscular strength, muscular endurance, relative muscular endurance, progressive resistance, cardiac/smooth/skeletal muscles, contractions, extension, dynamic contraction, static contraction, nerves, muscle fiber, muscle hyperplasia, hypertrophy, microtears, testosterone, osteoporosis, muscle tone, free weights, spotter, weight machines, exercise bands, plyometric exercises, calisthenic exercises, weight-training gloves, weight-training belts, clips, overhand grip, underhand grip, alternated grip, rep, set, exercise, circuit training, large/small muscle group, total-body workout, training load, one-rep maximum, recovery time, resistance-training cycles, pyramid, multiple sets, negative reps, supersets, compound sets, multiple hypertrophy sets** |
| **Essential or Guiding Questions:** *\*Describe and explain the difference between weight lifting and strength training**\*Define and give an example of relative muscular endurance.**\*List three weight-training exercises that require the use of the common grip and three that require the use of narrow grip.**\*What are the differences in smooth/cardiac/skeletal muscle cells?* |
| **Assessment Evidence** |
| **Common Pre-Test****(Optional)** | . |
| **Formative Assessments****(build from Summative)** | Vocab Bingo |
| **Common Mid-Unit Assessment** | Ch. 9 lesson Quiz |
| **Common “Almost There” Assessment****(Should “mirror” the Common Summative Assessment in types and number of questions)** | Ch. 9/10 vocabulary, Muscle Packet |
| **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. 9/10 Quiz |

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| **Common Core Elements** |
| **Reading Element****(Literary and Informational Text)** | The students will compare and contrast free weights and machines. What are the benefits of each?  |
| **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. (1 week total, 1 classroom day)Evaluation: 1 day for Ch. 7 Quiz  |
| **Learning Activities/Engagement** | 1. Peer collaboration: Muscle Packet
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/ Fitness Center/Colored Pencils,  |
| **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 |