

# Unit 2- Wellness/ Physical Fitness

Content Area: **Basic Skills**  
Course(s):  
Time Period: **September**  
Length: **1**  
Status: **Published**

## Enduring Understandings:

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- Reinforce positive habits and reasoning to make better health & lifestyle choices
- . Fitness assessments allow an individual to set personal fitness goals and create a plan for improvement.
- • Increase in physical fitness and sport-specific skills Foster new friendships and social inclusion among classmates
- Advance social and leadership competencies
- Being physically fit enhances quality of life.
- Deepen understanding of activity/game/sport rules and strategies
- Fitness assessments allow an individual to identify their fitness level.
- Opportunities to develop movement confidence and competence in a variety of physical activities/activity settings
- There is a correct and safe way to exercise in order to prevent injury.
- Understanding dance concepts for social situations increases self-esteem

## Essential Questions:

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- How can I improve my level of physical fitness?
- How does your fitness level affect your quality of life?
- What does it mean to be physically fit?
- Why is it important to identify your personal fitness level?
- Why is it important to set personal fitness goals?

## Lesson Titles:

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- Basketball
- Dance
- Fitness Assessment
- Introduction/ Orientation to Unified PE Unit 2
- Weightroom

## Career Readiness, Life Literacies, & Key Skills:

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member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.DC.1	Explain differences between ownership and sharing of information.
TECH.9.4.2.DC.2	Explain the importance of respecting digital content of others.  Digital artifacts can be owned by individuals or organizations.  Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

### **Inter-Disciplinary Connections:**

Individual wellness and physical fitness crosses over into many aspects of life. Students will have the opportunity to learn about the development of the human body through time and science. They will also discuss job and career opportunities that effect a healthy lifestyle.

LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

### **Equity Consideration**

## **Asian American Pacific Islander Mandate**

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Topic (Person and Contribution Addresses): Younghoe Koo, Asian American NFL field goal kicker.

Materials Used: [https://www.espn.com/nfl/story/\\_/id/30588259/how-younghoe-koo-career-went-nfl-nightmare-pro-bowl](https://www.espn.com/nfl/story/_/id/30588259/how-younghoe-koo-career-went-nfl-nightmare-pro-bowl)

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

## **Climate Change**

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<https://www.commonwealthfund.org/publications/explainer/2022/may/impact-climate-change-our-health-and-health-systems>

This article shares the importance of being aware of climate change as it relates to physical and mental health. Being in good health, and being able to adapt to ever-changing weather conditions is a key part of living and long, healthy life.

## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses): LGBTQ players in sport and the Stigmas they carry

Materials Used: <https://www.nbcnews.com/think/opinion/first-openly-gay-nfl-player-carl-nassib-could-be-turning-ncna1271896>

Addresses the Following Component of the Mandate: The first openly gay man to actively play for the NFL at the time of coming out was not until 2021.

- Economic
- Political
- Social

## **Holocaust Mandate**

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Topic: Equal pay for women in sports.

Materials Used: <https://www.nytimes.com/2022/02/22/sports/soccer/us-womens-soccer-equal-pay.html>

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

## **Amistad Mandate**

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Topic: Equal pay for women in sports.

Materials Used: <https://www.nytimes.com/2022/02/22/sports/soccer/us-womens-soccer-equal-pay.html>

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our society
- Slavery in America
- Vestiges of slavery in the country

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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- Classwork
- Game play
- Individual progress fitness assessment
- Reflection
- Rules
- Skills, safety, sportsmanship
- Technique Introduction
- Tournament
- Warm up/ Stretches/ Squad Line

## **Modifications**

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## **Alternative Assessment**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

## **Benchmark Assessment**

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Writing prompt

Skills based assessment

Reading response

## **Formative Assessment:**

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- Anticipatory Set
- Closure
- Demonstrate
- Game Play
- Question of the Day
- Skill Set
- Squad Warm ups
- Warm-Up

## **Summative Assessment:**

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- Alternate Assessment
- Benchmark

- Marking Period Assessment
- Quiz/ demonstration Basketball
- Quiz/ demonstration Fitness Assessment
- Quiz/demonstration dance unit
- Quiz/demonstration Weight room

## **Resources & Materials:**

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- Articles
- Basketballs and Nets
- Gym
- Music/ Speakers
- Study Guides
- Weights