

2022 - Physical Activity & Fitness Unit

Content Area: **Health & Physical Education**
Course(s): **Health I**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

During this unit the student will identify the benefits of physical activity, physical fitness, importance of exercise, fitness goals, proper conditioning, nutrition and rest.

Essential Questions:

1. What is the difference between physical activity and exercise?
2. What are the physical, mental/emotional, and social health benefits of being physically active?
3. What are the two types of exercise and how are they different?
4. What is the relationship between physical activity, nutrition, sleep and weight management?
5. What are the five components of fitness?
6. What are some ways to improve body composition?
7. What is the F.I.T.T. principle?
8. Why are warm-up and cooldowns important parts of any fitness routine?

Enduring Understandings:

1. You can be physically active without exercising.
2. Physical activity improves all three sides of the health triangle (physical, mental/emotional and social).
3. Aerobic activities use large amounts of oxygen and typically are for longer durations; while anaerobic activities use little oxygen and are typically explosive short bursts of energy.
4. Physical activity, nutrition, sleep and weight management all work together. The more active you are, the better you should sleep and manage your weight. The better you sleep, the more energy you will have to be active. With a well-balanced diet, you should have more energy which will help manage your weight.
5. To be completely fit, you need to be efficient in all 5 components of fitness.
6. Warm-ups and cool-downs are important to any exercise session. They help prevent injuries.

Standards/Indicators/Student Learning Objectives (SLOs):

HE.6-8.2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
HE.6-8.2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
HE.6-8.2.2.8.PF	Physical Fitness
HE.6-8.2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
HE.6-8.2.2.8.PF.5	<p>Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.</p> <p>A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T.)).</p>

Lesson Titles:

Lesson 1 - The Benefits of Physical Activity

Lesson 2 - Endurance, Strength and Flexibility

Lesson 3 - Setting Fitness Goals

Career Readiness, Life Literacies, & Key Skills:

WRK.9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	<p>Critical Thinking and Problem-solving</p> <p>Different types of jobs require different knowledge and skills.</p> <p>Brainstorming can create new, innovative ideas.</p> <p>Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</p>

Inter-Disciplinary Connections:

Equity Considerations

Amistad Mandate

Topic: Examining the historical and contemporary contributions of diverse populations to the development of physical activities and fitness practices.

Website: "History of Sports Around the World" by Britannica: <https://www.britannica.com/sports/sports>

This lesson addresses Component 3 of the Amistad Mandate: "Promote student understanding of the historical and contemporary contributions of diverse populations to the advancement of public health and the health of all communities."

- Amistad
- Contributions of African Americans in our society
- Slavery in America

Holocaust Mandate

Topic: Examining the impact of limited physical activity and fitness on individuals during the Holocaust

Website: "Physical Activity and Health in the Holocaust" by the United States Holocaust Memorial Museum (USHMM): <https://exhibitions.ushmm.org/americans-and-the-holocaust>

This lesson addresses Component 2 of the Holocaust Mandate: "Analyze the causes and consequences of the Holocaust, emphasizing the systematic persecution and murder of European Jews."

- Bias
- Bigotry
- Bullying
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Anthony Robles (wrestler); Bethany Hamilton (surfer)

Materials Used: https://nwhof.org/hall_of_fame/bio/2517

<https://www.nytimes.com/2016/06/01/sports/bethany-hamilton-world-surf-league.html>

Addresses the Following Component of the Mandate: Anthony Robles - Disability (one leg); Bethany Hamilton - Disability (one arm)

- Economic
- Political
- Social

Climate Change

<https://www.savethechildren.org/us/what-we-do/emergency-response/climate-change#:~:text=Extreme%20temperatures%20leave%20many%20families,sensitive%20to%20disease%20and%20pollution.>

How Climate Change is affecting the family unit. Illness, lack of work, etc.

Asian American Pacific Islander Mandate

Topic: Exploring the diverse physical activities and fitness traditions of Asian American and Pacific Islander communities.

Website: "AAPI Fitness: Exploring Culture Through Movement" by Shape

Magazine: <https://www.youtube.com/watch?v=Q-4Nddq3xfE>

This lesson addresses Component 4 of the AAPI Mandate: "Infuse the contributions and perspectives of Asian American and Pacific Islander communities throughout history into all aspects of the curriculum."

- Economic

- Political
- Social

Benchmark Assessment

Writing prompt

Skills based assessment

Reading response

Summative Assessment:

- Alternative Assessment
- Written Assessment

Alternative Assessments

Performance Tasks

Project-based assignments

Problems-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Resources & Materials:

- Unit Packet
- Unit Slide show presentation

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

1. The students will be able to summarize different types of physical activities.
2. The students will be able to generate habits to improve your physical health.
3. The students will be able to differentiate the 5 components of fitness and how they contribute to overall fitness.
4. The students will be able to recognize explain exercises that improve different areas of physical fitness.
5. The students will be able to explain parts of the F.I.T.T. principle.
6. The students will be able to produce techniques for warming up and cooling down to prevent injuries.

Formative Assessment:

- Closure
- Fitness Component Project
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes

- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape

- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

TECH.8.1.P	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.

Computer Science and Design Thinking Standards
