Unit 01: Heights and Weights

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 1**
Length: **1 Week**
Status: **Published**

Unit Overview

The first week of school is devoted to ensuring that the students become familiar with the rules and procedures of the middle school gymnasium. In addition, students' growth is charted by measuring their heights and weights. Students will discuss the three categories of the benefits of physical exercise and the components of personal fitness and health. The students will develop a personal fitness plan based on real data.

Standards

HPE.2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.
HPE.2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
HPE.2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
HPE.2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
HPE.2.6.6.A.CS1	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

Essential Questions

1. Why are health and physical education mandated classes in NJ public schools?

2. What factors result in optimal growth and development?

3. Why do people sometimes take risks that can cause harm to themselves or others?

4. What does my personal health data tell me about my personal fitness?

Application of Knowledge and Skills...

Students will know that...

- A. You must be on time to class.
- B. You must enter the locker room and change into your gym clothes quickly.
- C. You must respect the other students' privacy in the locker room.
- D. You must report directly to your squad spot upon exiting the locker room.
- E. You may not leave the gym until the bell rings and/or a teacher dismisses you.
- F. When the class is outside, you must stay within the designated areas.
- G. If you or someone else gets hurt, the teacher(s) must be notified immediately.
- H. You cannot wear jewelry. (Only post earrings are allowed.)
- I. Sneakers are required for participation in class
- J. How to open a combination lock.
- K. How to weigh themselves on a mechanical medical scale.

Students will be able to...

- A. Describe the importance of physical education and health instruction in school.
- B. Explain the need for rules and procedures.
- C. Provide assistance to other students (locks, sneakers, etc).
- D. Evaluate personal health data to develop a personal fitness plan.

Assessments

- Fitness Plan Formative: Student Portfolio Based on heights, weights, and other data, students will develop their personal fitness goals and a personal health plan. They will monitor progress on their plan throughout the year. 2.1.6.A.1 2.6.6.A.3
- Fitness and Health Formative: Other written assessments Students will write a paragraph that describes the factors that contribute to personal fitness and health. 2.6.6.A.1 2.6.6.A.5
- Gym Rules and Procedures Summative: Written Test Students will take a quiz on the gym rules and procedures. 9.1.8.F.1 9.1.8.F.2

Activities

Students will be weighed and measured. Teachers will survey the students for medical needs (contacts/glasses, inhaler, etc.).

Students will discuss the rules of the gym and locker room for the year.

Students will be assigned lockers and will put their personal locks on the lockers.

Students will develop personal fitness goals and a personal fitness plan.

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
  - Modifications & accommodations as listed in the student's IEP
  - Assign a peer to help keep student on task
  - Modified or reduced assignments
  - Reduce length of assignment for different mode of delivery
  - Increase one-to-one time
  - Working contract between you and student at risk
  - Prioritize tasks
  - Think in concrete terms and provide hands-on-tasks
  - Position student near helping peer or have quick access to teacher
  - Anticipate where needs will be
  - Break tests down in smaller increments
- Content specific modifications may include:
  - Assistance with the combination locks
  - Model fitness plans available for students to personalize

Differentiation for ELL's:

- General modifications may include:
  - Integrate activities into thematic units
  - tap the student's prior knowledge and experience, which may be different from other students in the class
  - teach learning strategies and scaffold complex texts
  - organize students into a variety of learning groups
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: fitness

Differentiation to extend learning for gifted students may include:

Integrated/Cross-Disciplinary Instruction

Math: Patterns (lock combinations); measurement (weights and heights)

Resources

Scale

Worksheet: Fitness goals and plan

Student lists to record all personal information.

21st Century Skills

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.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.