Unit 01: Physical Wellbeing

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

Unit Overview

Students' heights and weights will be measured. These records will be used over the course of the students' school career to track their physical growth. Students will understand what it means to grow physically and the factors that influence growth. They will explore the reasons for lifelong fitness and how exercise is one factor that helps one to maintain a healthy weight.

Standards

HPE.2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
HPE.2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.
HPE.2.1.4.A.CS1	The dimensions of wellness are interrelated and impact overall personal well-being.
HPE.2.2.4.B.4	Develop a personal health goal and track progress.

Essential Questions

1. What things affect the way that I grow?

2. Why are people different heights and weights?

3. Why is fitness important?

4. How does exercise help to maintain a healthy weight?

Application of Knowledge and Skills...

Students will know that...

- 1. accurate records of height and weight will help to provide a record of physical fitness.
- 2. exercise contributes to a healthy body weight.

Students will be able to...

- A. Measure their height and weight accurately.
- B. Explain why exercise is important to maintaining a healthy weight.
- C. Explain why one's height and weight should be kept personal and confidential.

Assessments

Fitness Pre-Test
Diagnostic: Sample Assessment Item
A pre-assessment in which students will stretch and answer questions about fitness.

Activities

- Measurement Activity: Students will be measured and weighed one at a time. Their height will be recorded in feet and inches and their weight will be recorded in pounds.

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:

- Students will be given one-on-one instruction/consultation by the teacher.
- To help generate goal ideas, the teacher will provide age-appropriate examples from the National Fitness Standards.

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: height, weight, feet, inches, pounds, ounces

Differentiation to extend learning for gifted students may include:

fitness goals are individualized to students' particular needs and strengths and therefore highly differentiated.

Integrated/Cross-Disciplinary Instruction

- Mathematics connection: Students will measure various items with rulers to compare the size of humans and other items.
- Technology connection: Students will create graphs of their heights and weights in all grades to date.

Resources

- Height and weight scales
- Teacher-created handouts

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
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.