Unit 01: Heights and Weights

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 1**
Length: **2 Weeks**
Status: **Published**

Unit Overview

During this introductory unit, students' heights and weights will be measured. Students will review the multi-faceted benefits of regular physical activity and good health practices and will create their personal fitness goal(s). They will learn the four dimensions of personal health and how they interact. General rules for physical education class will be reviewed. Teamwork, sportsmanship, and safety will be reviewed by engaging students in simple games, which will also help them learn about their classmates.

Standards

HPE.2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.
HPE.2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
HPE.2.1.6.A.CS1	Staying healthy is a lifelong process that includes all dimensions of 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.CS1	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

Essential Questions

1. Why is it important to listen and to follow the rules?

2. How do you perform daily movements in ways that maximize safety?

3. What are the benefits of healthy eating and physical activity?

4. How can the accomplishment of a physical fitness goal be maximized?

5. How are the four dimensions of personal health inter-related?

Application of Knowledge and Skills...

Students will know that...

- 1. the basic terms of fitness
- 2. how fitness is related to maintaining a healthy weight and positive self-image
- 3. the four dimensions of personal health and how they interact
- 4. the rules of physical education class, including personal and group safety and general game regulations
- 5. that teamwork, sportsmanship, and cooperation are essential to group activities

Students will be able to...

- A. identify their height and weight and determine if their weight is within a healthy range
- B. recall the general rules of physical education class
- C. identify the benefits of regular physical activity
- D. develop a personal fitness goal
- E. list the four dimensions of personal health and explain how they interact

Assessments

Height and Weight
Diagnostic: Self Assessment
Students will be meaasured for their heights and weights. They will determine if their current weight is within a healthy range for their height and age. They will identify and record a personal fitness goal. The students will keep a running record of their height and weight throughout the year in their physical education journals.
2.6.4.A.3

Personal Wellness
Formative: Written Test
Students will list the four dimensions of personal wellness and will give examples/explain each one. Students will be assessed on their knowledge of the relationship of personal health practices/behaviors to general physical health and on their understanding of the benefits of regular physical activity.
2.1.4.A.1
2.1.4.A.2
2.6.4.A.1

Activities

- Measurement of heights and weights
- Discussion/Activities on the four
- Dodge and Chase games: Students will participate in basic games of tag to practice the class rules and

safety regulations for physical education.

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 partnered with students of the same skill level.

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: height, weight, pounds, ounces, inches, feet

Differentiation to extend learning for gifted students may include:

Students will be partnered with students of the same skill level.

Integrated/Cross-Disciplinary Instruction

- Mathematics connection to reading a mechanical scale to determine height and weight.

Resources

- Ready to use, P.E. Activities for grades 3-4. Joanne M. Landy and Maxwell J. Landy, Parker Publishing Company, 1992.
- www.pecentral.com
- www.teachphysed.com
- Awesome Elementary School Physical Education Activities. Cliff Carnes. 1983
- Elementary P.E. Teacher's Survival Guide. Jeff Carpenter & Diane Tunnell, Parker Publishing Company, 1994

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.