Unit 1: Physical Activity and Fitness

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 1**
Length: **5 Weeks**
Status: **Published**

Unit Overview

The students will learn about the important roles physical activity and nutrition play in the development and maintenance of total health.

Standards

HPE.2.1.8.A.1	Assess and apply Health Data to enhance each dimension of personal wellness.
HPE.2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
HPE.2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
HPE.2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
HPE.2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.
HPE.2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
HPE.2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
HPE.2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.
HPE.2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.
HPE.2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.
HPE.2.3.8.B.8	Analyze health risks associated with injected drug use.

Essential Questions

- How can one maintain his or her health and physical fitness?
- How can I set challenging fitness goals that help me stay committed to wellness?
- How can a personal commitment to wellness influence the health of others?

Application of Knowledge and Skills...

Students will know that...

- How to assess their fitness program
- The benefits of physical activity
- The differences between individual and team sports involving workouts and practice schedules
- The functions of the skeletal and muscular system and how the systems work together
- The parts of the circulatory system and the function of each
- Which factors to consider when planning a fitness program

Students will be able to...

- Describe the elements of a good workout
- Discuss the importance of avoiding performance-enhancing drugs
- Discuss the two types of circulation
- Discuss what they can do to take care of their own circulatory system
- Explain how nutrition affects sports performance
- Explain how to increase their strength, endurance, and flexibility
- Explain how to keep bones and muscles healthy
- Explain the advantages of participating in sports
- Explain the most important functions of blood
- Identify practices that help prevent sports injuries

Assessments

- Physical Activity and Fitness Pre-Test Diagnostic: Sample Assessment Item Pre-test will assess student knowledge on physical activity and fitness. 2.1.8.B.1-2, 2.2.8.B.3, 2.2.8.D.2, 2.2.8.E.2, 2.3.8.B.8
- Chapter Quiz Formative: Other written assessments Written quiz on physical activity and fitness. 2.1.8.B.2, 2.1.8.D.4, 2.1.8.E.1, 2.2.8.B.3, 2.2.8.E.1
- Physical Activity and Fitness Chapter Test Summative: Written Test The students will take a unit test to assess their understanding of unit content. 2.1.8.A.1,3, 2.1.8.B.1-2, 2.1.8.D.4, 2.1.8.E.1, 2.2.8.B.3, 2.2.8.D.1-2, 2.2.8.E.1-2, 2.3.8.B.8

Activities

Workbook packet from **Teen Health 2**

Discovery Education- Your Body

Have students list physical activities and explain which are most beneficial to their health and why.

Discuss with students how you can tell whether you are "overly tired."

Distribute blank diagrams of the skeletal and the muscular system and have students identify parts. Discuss the functions of these systems.

Explain how the circulatory system works. Students will learn how blood flows to and from the heart.

Have students ask parents which blood types they have. Students will identify which blood types are compatible with each other.

Students will learn how to calculate their target heart rate at rest, while exercising and during cool-down. Students will discuss the differences in the rates for type of activity.

Describe the danger of illegal drugs in sports. Students will review examples from pro sports and review the penalties athletes face for using illegal substances.

Ticket to Leave- daily

Chapter three test

Activities to Differentiate Instruction

General Modification for All Students May Include:

- Follow the differentiation pattern of:
    - Identification of Objectives
    - Pre-Assessment of student understanding
    - Differentiated Activity
    - Whole-Group Discussion
    - Post-Assessment
    - Flexible Grouping strategies:
        - Readiness Groups – “readiness” refers to a student’s grasp of a particular concept or task
        - Student Choice Groups
        - Interest Groups
        - Learning Profile Groups
        - When working in groups, students may benefit from having assigned roles in the group, which could be differentiated based on student’s ability. Examples include, “facilitator”, “materials coordinator”, “time keeper”, and “task master”.
        - Provide student choice for assignments and activities that may appeal to their interests or particular abilities
        - Provide visual and auditory learning supports

Content Specific Modifications for Special Education Students May Include:

- Modifications and accommodations as listed the student’s IEP
- One-on-one supports
- Prioritize tasks

- Modified or reduced assignments

Differentiation for ELL's May Include:

- General modifications may include:
    - Integrate activities into thematic units
    - Trigger student's prior knowledge and experience, which may be different from other students in the class
    - Scaffold complex texts
    - Collaboration with ELL teacher
    - Content specific vocabulary important for ELL students to understand include: skeletal system, muscular system, circulatory system, fitness, strength, endurance, flexibility, muscles, circulation, performance-enhancing drugs

Differentiation to Extend Learning for Gifted Students May Include:

- Tiered Activities- Students will develop an exercise plan for three days. Students will be expected to show which muscle groups are being used, safety equipment needed, length of time each workout is conducted and what special equipment is needed for the program.

- When differentiating for gifted learners, consider the following three areas to differentiate: content, process, and product.

    - Content – consider leveling of resources, using additional resources, or developing learning centers. If modifying the content for students, consider various ways to modify content including acceleration of delivery, providing more depth or complexity in the topic, or creating scenarios that utilize critical or creative thinking.
    - Process – consider asking different questions or having students develop the questions, varying group patterns, or developing small groups that will enable you to target instruction
    - Product – allow for student choice in work products, independent study options related to the content areas, or appealing to their particular strengths when considering the theory of multiple intelligences

Integrated/Cross-Disciplinary Instruction

Math- Working in pairs, students will survey twelve students during the lunch period and will create bar graphs illustrating the students' favorite sports.

Resources

Teen Health 2- Glencoe McGraw-Hill

Discovery Education Video-

http://player.discoveryeducation.com/index.cfm?guidAssetId=FE69EE50-2977-4CE1-AADB-AAD7FC8F800B&blnFromSearch=1&productcode=US

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.
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.