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 examine the factors that contribute to good nutrition. Study will reinforce the importance of engaging in regular physical activity to maintain good 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.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
HPE.2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
HPE.2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
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.B.4	Analyze the nutritional values of new products and supplements.
HPE.2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
HPE.2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
HPE.2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the traffic safety system.
HPE.2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
HPE.2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
HPE.2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

Essential Questions

- What could happen if you did not exercise?
- What are the behavioral expectations in physical activity settings?
- What is the importance of being physically active?

Application of Knowledge and Skills...

Students will know that...

- How to minimize the risk of injury when participating in a sport.
- How to set and achieve fitness goals.
- The four elements of fitness.
- The types of activities that will help one stay fit.

Students will be able to...

- Describe heart and lung endurance and how each can be measured.
- Describe muscle strength and endurance and how each can be measured.
- Identify the benefits of physical activity.
- Identify the three stages of an exercise session.
- Identify ways to minimize the risk of injury when playing in a sport.

Assessments

- Physical Activity and Fitness Pre-Test Diagnostic: Other written assessments Pre-assess student understanding of physical activity and fitness. 2.1.8.A.1,2,3,4, 2.1.8.B.1,2,4, 2.1.8.D.1, 2.2.8.B.2,3, 2.6.8.A.1,2,4
- Physical Activity and Fitness Unit Test Summative: Written Test The students will take a unit test to assess their understanding of the unit content. 2.1.8.A.1,2,3,4, 2.1.8.B.1,2,4, 2.1.8.D.1, 2.2.8.B.2,3, 2.6.8.A.1,2,4
- Physical Activity and FitnessQuiz Formative: Written Test Written quiz on physical activity and fitness. 2.1.8.A.1,2,3,4, 2.1.8.B.1,2, 4, 2.1.8.D.1, 2.2.8.B.2,3, 2.6.8.A.1,2, 4

Activities

Workbook packet from Teen Health 3

Have students write a descripton of what it means to be physically fit. Share answers with the class.

Explain the benefits of physical activity on the three sides of the health triangle.

Identify the four main elements of fitness.

Have students find their target heart rate. Find heart rate at rest and then after a minute of exercise.

Have students construct a fitness plan for three days; share with class.

Ticket to Leave- daily

Discovery Education Video-How to Improve Your Cardiovascular Endurance and Other Fun Facts about the Heart

Chapter nine 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: strength, endurance, fitness

Differentiation to Extend Learning for Gifted Students May Include:

- 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- Students will be able to use an equation to help calculate their target heart rate.

Language Arts- Students will write a short essay and share with the class. (What activity would I enjoy engaging in as a regular part of my life?)

Resources

Teen Health 3- Glencoe/McGraw-Hill

Discovery Education Video-

http://player.discoveryeducation.com/index.cfm?guidAssetId=22E30118-96D2-469F-988E-C1DE86CEAC85&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.