

11 Health and Physical Fitness

Content Area: **Special Education**
Course(s):
Time Period: **Full Year**
Length: **On-going**
Status: **Published**

General Overview, Course Description or Course Philosophy

Nutrition and Fitness

Fundamentals of nutrition include factors that influence healthy eating behaviors, the ability to make healthy food choices, and access to products and services. The course is designed to teach students about good eating habits and exercise which influence overall health. In this class students are presented with a multisensory approach to learning the content infused with Howard Gardner's multiple intelligences to enhance student learning about how to apply concepts of nutrition to their lives. Students will use knowledge about their cultural background by engaging in high interest authentic learning activities within the school, family, and community where they can apply nutritional education and practices to their everyday lives.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Physical fitness promotes healthy living.

CONTENT AREA STANDARDS

LA.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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.
HPE.2.6.8.A.CS1	Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- Individuals can use health data to develop and implement a personal fitness plan.
- Individuals can use health data to evaluate the effectiveness of a fitness plan.
- Exercise can improve specific components of fitness.
- Applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.
- There is a difference between anerobic energys vs aerobic energy.
- Individuals can keep fit without doing aerobics.
- Fitness recommendations are available to help individuals practice a healthy lifestyle.

Procedural Knowledge

Students will be able to:

- Research specific components of fitness (e.g., endurance, strength, balance, flexibility).
- Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
- Summarize the different components of fitness.
- Compare the differences between anerobic energy vs aerobic energy.
- Show sample exercises that help you stay fit without doing aerobics.
- Describe fun fitness activities that promote healthy living.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Write fitness recommendations for a friend based on their selection of fun fitness activities.
- Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Chart fitness activites as a class.

- Use health data to implement a fitness plan and evaluate its effectiveness.

EVIDENCE OF LEARNING

Formative Assessments

Complete a fitness survey to learn more about your fitness habits.

Complete a fitness quiz.

Chart fitness activities performed daily as a class.

Station activity to research and summarize specific components of fitness.

Chart comparisons between anaerobic energy vs aerobic energy.

Create a presentation that outlines ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

Create a poster that represents the two distinct systems that provide muscles with energy to sustain or repeat intense effort and determine which energy systems various activities use (e.g., racing up a flight of 15 steps, vaulting in gymnastics, etc.)

Demonstrate exercises that will help you stay fit.

Discuss how to improve your diet.

Take a field trip to the gym to speak with a personal trainer.

Modified Harkness discussion about fun fitness activities that promote a healthy lifestyle.

Write fitness recommendations for a friend based on their selection of fun fitness activities.

Read and respond to fitness based articles.

Organize a Special Olympics team to practice heart healthy fitness activities.

Role play, class discussions, class participation, teacher made assessments.

Summative Assessments

Design a workout plan for your personal fitness goals (teacher made rubric).

RESOURCES (Instructional, Supplemental, Intervention Materials)

Design a Workout - <https://www.myfit.ca/fitnessprograms/designaworkout.asp>

Workout Planner Templates - <https://www.canva.com/templates/planners/workout/>

Physical Fitness Survey - <https://www.surveio.com/survey-template/physical-fitness-survey>

Graphic Organizers - <https://www.eduplace.com/graphicorganizer/>

Fitness quiz - <https://pbskids.org/arthur/health/fitness/quiz.html>

INTERDISCIPLINARY CONNECTIONS

English Language Arts - Information Writing; Implementation of Conventions of Standard English.

Technology/Multimedia - Research Based Writing, Google; Media Literacy; Educational Tech Applications.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

Seating

- Balance ball and exercise bike to reduce hyperactivity (if available).
- Preferential seating (e.g., facing instruction and/or seat away from distractions and/or near the source of instruction w/easy access to the ICS teacher) or (exercise bike or balance ball to reduce high energy, if available).

Instruction

- Repeat/restate directions.
- Provide multisensory instruction by utilizing all learning modalities of V.A.K.T.
- Provide frequent checks for understanding to ensure students understands the assignment expectations.

Writing

- Allow use of speech to text or text to speech.
- Provide access to audio.
- Allow oral in lieu of written responses when writing is not being assessed.
- Brainstorm prior to writing.
- Provide and encourage use of graphic organizers.
- Provide rubrics for writing assignments.
- Chunk writing assignments into smaller parts.
- Provide check-ins and due dates for long-term writing assignments.

Content

- Provide access to audio.
- Provide and encourage use of graphic organizers.
- Provide rubric or checklists for assignment expectations.
- Provide access to guided notes to support students own note-taking.
- Pair visual with auditory instruction to enhance understanding.
- Provide study guides one week in advance of tests.
- Allow access to laptop to type assessments.
- Allow alternative forms of assessments (e.g., verbal responses when not assessing writing, project-based assessment in lieu of written exam).
- Break down tasks into manageable units.
- Modify assessments (e.g., word banks, lessen multiple choice options, avoid embedding negative clauses in the question).
- Provide timelines or benchmarks for work completion.
- Help with organization of materials (e.g., Google classroom, acces to class calendar with definitive due dates, access to assignments and rubrics, etc.).
- Provide supplemental reading material depending on students reading level.
- Heterogenous grouping (if working in groups and as determined by ICS teacher).

Testing

- Allow for small group testing.
- Read assessments aloud at students' request.
- Arrange for a scribe, if necessary.
- Must have access to the ICS teacher during testing.
- Modify content and length as determined by the ICS teacher.
- Verbal in lieu of written responses if writing is not being assessed.

Accommodations

- Allow extra time for task completion.

- Allow extra time for tests and quizzes.
- Provide short breaks when refocusing is needed.
- Calculator to determine nutritive value.

Enrichment activity - arrange for student leaders to speak to their student body about simple ways to increase physical fitness and improve overall health.