

## Phase II: UNIT PLANNING

UNIT: \_\_Fitness Testing/Unit\_\_\_\_\_TIME FRAME: \_Year Long\_\_\_\_\_TEACHER: \_K-5 Physical Education Teachers\_\_

**Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion):

This unit is made up of the testing procedures, pre-test, goal setting and post-test for each student during any single school year. This is a requirement of the Physical Education curriculum. Each of the 6 components are demonstrated, practiced and discussed before testing.

Upon pre-test completion, students are given the opportunity to review their progress and set individual goals for the maintenance or improvement based on the individual. These goals should include a large overall goal to achieve. Upon completion of all testing the students are given their own personal results to gauge an overall understanding of the components of fitness to better help them understand how to better prepare for future fitness levels or personal goals.

**Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

- \* Students will demonstrate independence.
- \* Students will value evidence.
- \* Students will build strong content knowledge.
- ☐ Students will respond to the varying demands of audience, task, and discipline.
- \* Students will critique as well as comprehend.
- ☐ Students will use technology and digital media strategically and capably.
- ☐ Students will develop an understanding of other perspectives and cultures.

**Unit Standards:** Teachers should list the standards to be addressed within the unit.

Content	Reading	Writing
<ol style="list-style-type: none"> <li>1. Personal Health and Fitness</li> <li>2. A Safe and Healthy Environment</li> <li>3. Resource Management</li> </ol>	<ol style="list-style-type: none"> <li>1. CCR.4 Fitness Definitions</li> <li>2. CCR.3 Multistep procedures</li> <li>3. CCR.7 Technical information</li> </ol>	<ol style="list-style-type: none"> <li>1. CCR. 1 Listening</li> <li>2. CCR. 4 Goal Setting</li> <li>3. CCR. 5 Skill Strengthening to attain goal</li> <li>4. CCR. 7 Research results reached to better understand personal outcomes</li> </ol>
<b>Essential Questions:</b> Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond <i>who, what and where</i> . They need to lead to the <i>how</i> and <i>why</i> .		<b>Big Ideas:</b> These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study.
<b>What are the areas of fitness and why are these components necessary for a healthy lifestyle?</b>		<b>Fitness relates to your everyday lifestyle. It is linked to recreational pursuits, athletic achievements and academic success. It is also integral in disease prevention and healthy weight management.</b>
<b>What are your individual fitness goals and how can you go about achieving these fitness goals?</b>		<b>Individual results can be compared to research based data for an idea of self-analysis and accountability.</b>
		<b>Community resources and environmental opportunities can aid in making healthy choices.</b>

<b>Learning Tasks:</b> Teachers list the various tasks students will engage in throughout the unit.	
<p style="text-align: center;"><b>Reading Tasks</b></p> <ol style="list-style-type: none"> <li>1. Task Cards</li> <li>2. Technical definitions</li> <li>3. Chart analysis and application</li> <li>4. Goal setting sheets</li> </ol>	<p style="text-align: center;"><b>Writing Tasks</b></p> <ol style="list-style-type: none"> <li>1. Goal setting</li> <li>2. Score recording</li> <li>3. Self-Analysis of fitness goals</li> <li>4. Interpretation of data</li> </ol>

<b>Assessments:</b> List types of assessments that will be used throughout the course of the unit. *If you do not have assessments for this unit, they should be created before moving on to the lesson design*		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
<p>Content Knowledge of the areas of Fitness though discussion and drilling:            Cardiorespiratory Endurance            Muscular Strength            Muscular Endurance            Flexibility            Body Composition</p> <p>Individual results on any of the following tests:</p> <ol style="list-style-type: none"> <li>1. PACER</li> <li>2. Shuttle Run</li> <li>3. Agility</li> <li>4. ½ mile Endurance</li> <li>5. Speed/50yrd Dash</li> <li>6. Sit ups</li> <li>7. Standing Long Jump or Sit and Reach</li> <li>8. Push-ups</li> </ol>	<p>Goal setting work sheets            Fitness Quiz</p>	<p>Comparison of Fitness scores to HFZ            Analysis of results vs. HFZ and achievement            Of goals. Interpretation of data and internalization of concepts.</p>

<p><b>Text(s) Selections</b> (generated by (?) both teacher and student)          Teachers will list the genres/titles for study:</p> <p>Modifications will be made for all students that have physical disabilities and IEP's.</p>
<b>Notes:</b>