

Unit Plan Design Template
 Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
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Course Title: Adaptive PE

Unit Name: Fitness

Grade Level: 7-10

<p>Content Statements</p> <p>Students will learn the value of rhythmic exercise and the importance of becoming physically fit. Students will learn how to use equipment to become more physically fit and develop an individual program for their performance. Students will learn the importance of cardiovascular fitness. Students will learn that exercise should be part of their daily lives.</p>	<p>NJSLS:</p> <p>2.1.4 and 2.A-G All 2.2.4 and 2 A-F All</p>
<p>Overarching Essential Questions</p> <p>Will I have fun learning fitness activities? Will exercise be good for my body? Will these skills help me to play sports in high school? Will using fitness equipment become important throughout my lifetime? Will I be able to follow a physical fitness program? Will music enhance my physical fitness experience?</p>	<p>Overarching Enduring Understandings</p> <p>Exercise is good for my body. Being physically fit will help me to make a sports team in high school. The more physically fit I become the more fun exercise is. Utilizing equipment will help me accomplish my fitness goals quicker. Following a physical fitness program will help me to maintain good health. Music helps me to exercise better.</p>
<p>Unit Essential Questions</p> <p>Will kids make fun of me while I am learning physical fitness? What do I do if I don't succeed? How can some students perform better than others? How do I use the equipment safely? How can physical fitness help me? Will physical fitness help me when I am on a team? Will I practice physical fitness throughout my lifetime? Will I be able to learn the basics of a physical fitness program? How can rhythmic make me more physically fit?</p>	<p>Unit Enduring Understandings</p> <p>I can become healthy by practicing physical fitness. I can learn from my mistakes. I can be patient with others. I can work harder to become more physically fit. When I exercise using equipment properly will prevent me and others from injury. Once I become physically fit I will perform better on athletic teams. I can use a physical fitness program throughout my lifetime. I can use music as a motivational force throughout fitness activities.</p>
<p>Unit Rationale</p> <p>Students need physical fitness to keep them healthy. Students also need to perform fitness activities to improve their coordination, skill level, stamina, and self-confidence. They should be able to work at their own pace to find success through physical fitness. They can also use rhythmic activities to become more physically fit.</p>	<p>Unit Overview</p> <p>Students will understand how physical fitness will enable them to keep active throughout their lifetime. Physical fitness can be practiced individually to help prepare for team sports or outside activities. They will realize the benefits of exercise and how important it should be in their daily lives. Although they will be performing individual skills they will also learn how to cooperatively work with others. Using rhythmic exercises makes physical fitness more enjoyable.</p>
<p>Authentic Learning Experiences Students will be actively participating in all activities.</p> <p>21st Century Skills and Themes</p>	

<p>Global: Students will be aware that everyone in the world can practice physical fitness.</p> <p>Civic Literacy: Practicing physical fitness will prepare students for community /recreational activities</p> <p>Critical thinking and problem solving: An individual fitness program will help the students to assess the task at hand and how they can perform better.</p>
<p>Unit Learning Targets/Scaffolding to CPIs</p> <p>Students entering junior high school and high school will be become more physically fit and improve their performance. This will also prepare them to perform team sports and outside activities.</p>
<p>Key Terms</p> <p>positive attitude, perseverance, cooperative learning, exercise, self esteem, work hard, don't give up, show patience, determination, (motor skill terms), personal space, don't touch each other, respect others, proper care of equipment, safety terms</p>
<p>Instructional Strategies</p> <p>Monitor, demonstrate, supervise, observe, participate, facilitate</p>
<p>Customizing Learning/ Differentiation</p> <p>Slow down the progression of learning to meet the individual needs of the students</p> <p>Modify activity for special needs students.</p> <p>Specific activities will be utilized to fit the needs of each student.</p> <p>Basic locomotor skills will be introduced.</p>
<p>Formative Assessments</p> <p>Preparation, participation, and Observation</p>
<p>Interdisciplinary Connections</p> <p>Music: songs used while performing rhythmic activities.</p> <p>Science: knowledge of the body</p>
<p>Resources</p> <p>Equipment, music</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Jump ropes</p> <p>Rhythmic activities</p> <p>Fitness</p> <p>Weight room</p>
<p>Unit Timeline</p> <p>2 week per fitness unit.</p>

Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

<p>Intervention & Modification</p>	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers
<p>ELLs</p>	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
<p>21st Century Skills</p>	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration 	
<p>Integrating Technology</p>	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	