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| **Today’s Big Idea(s):** | * Fitness Gram Unit – Testing Assessments | **Agenda & Time Estimates:**   * Dress out (5 min) * Explain which testing assessment we will doing for the Fitness Test(5min) * Teacher model test skills and explain what a passing health range is. (5min) * Students will demonstrate FitnessGram test, be evaluated and scored according to age(65min) * Closure (5min) * Dress (5 min) |
| **Date:** | **Unit Plan: FitnessGram**  The FitnessGram is physical education tool used to assess students on various components of physical fitness. The students in this unit plan will complete their goal setting profile on the WELNET on class computers, students will then input various individual specific information such as age, gender, height and weight. Students will then add a daily schedule to see how much activity the student gets and their food intake to see if the student has a proper diet. The students will then take a baseline test on different components of FitnessGram. Students input this information to the WELNET. WELNET will generate a report for the teacher to pass out to the student and parents; the teacher, student and parents will use this report to compare their fitness level to the national average for their age group and then improve of fitness areas needing improvement.  **Scope and Sequence of the unit plan:** The entire FitnessGram will take place over months, starting at the beginning at start of the new semester and a final fitness gram test at the end. Students will be given one day a week in-between the start of the semester until the end to improve any area of fitness they need.  **Objective:** We will analyze the strength and weakness of selected physical activities and use appropriate technology tools to evaluate, monitor and improve physical development |
| **State PE Standard Indicate whether Readiness/Supporting/Process**  **National Standards for Physical Education**  1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.  2. Demonstrates understanding of movement concepts, principles, and tactics as they apply to the learning and performance of physical activity.  3. Participates regularly in physical activity.  4. Achieves and maintains a health-enhancing level of physical fitness.  5. Exhibits responsible personal and social behavior that respects self and others in physical activity.  6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. | Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.  The student is expected to:   analyze the strength and weaknesses of selected physical activities  Select and use appropriate technology tools to evaluate, monitor, and improve physical development. |

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| **Materials, Texts & Reminders:** | * Speakers * Cones * Mats * FitnessGram Manual * Pacer Music CD * Stop Watch * Calculator * Sit and Reach Box * Ruler * Body Fat Analyzers * Scale |  |

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| **Assessment/Evidence Of Learning :** | * Students are understanding the importance of Fitness gram testing * Students are being successful in showing proper technique to pass testing * Students will stay in beat with Fitness gram cd |
| **Checks for Understanding:** | * Students are performing the fitness test and being evaluated * Teacher provides positive feedback * Students demonstrate the skills on the test and will be scored accordingly |
| **Higher-Order Thinking Questions:** | * B – Why is it important to learn to use proper technique when being tested? * M – What can you apply to your technique that could make you successful? * E – What assumptions can we make about how physically fit you are? |

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| **Lesson**  **Include Time Estimates:** | ***What the TEACHER is saying/doing…*** | ***What the STUDENTS are saying/doing…*** |
| **Motivation/Hook:**   * Introduction to pacer test * Today we are going to learn the rules of the pacer test | **Motivation/Hook:**   * Students divided into groups demonstrating their Fitness gram skills * Students must learn the proper techniques |
| **Intro to New Material:**   * Rules and procedures to Fitness gram testing | **Intro to New Material:**   * Student demonstration of the test * Students being successful in the performance |
| **Guided Practice:**   * Teacher model specific test skill * Teacher explain importance of learning the proper technique of a skill | **Guided Practice:**   * Students will demonstrate the proper technique to pass the test |
| **Independent Practice:**   * Monitor students making sure they are on task * Providing positive feedback | **Independent Practice:**   * Students are demonstrating Fitness gram skills * Students are being evaluated |
| **Closing:**   * Teacher asking higher order thinking questions * Go back to the objectives of the lesson | **Closing:**   * Students understanding of the objectives * I will develop a fitness goal to improve on my strength and weaknesses assessed on my fitness test |
| **References**  Corbin, C.B., Lambdin, D.D., LeMasurier, G.C. (2007). Fitness for Life Middle School (5th ed.). Champaign: Human Kinetics.  Lund, J., Tannehill, D. (2010). Standards-Based Physical Education Curriculum Development (2nd ed.). Boston: Jones and Bartlett Publishers.  Meredith, M. D., Welk, G.J., (2007). FitnessGram ActivityGram (4th ed.). Champaign: Human Kinetics.  National Association of Sports and Physical Education (NASPE). Physical Best Activity Guide (3rd ed.). Champaign: Human Kinetics  Pangrazi, R. P. (2007). Dynamic Physical Education for Elementary School Children (15th ed.). San Francisco: Person Benjamin Cummings. | . |

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| **Homework:** | * Do an activity that involves movement for at least 30 minutes walking, jogging etc. |

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| **Modifications/**  **Accommodations/**  **Differentiated Instruction:** | **Special Education**:   * € Preferential seating * € Extended time on Assignment * € Cooperative grouping * € Emphasis critical content * € Daily agenda on board/Teacher review * € Reduce/minimize distractions * € Use pictorial directions * € Use positive reinforcement * € Use positive reinforcement * € Can draw pictures in place of writing)   **Dyslexia:**   * € Emphasis: Visual, Auditory, and Tactile skills * € Provide course syllabus/outline   **ESL/LEP/ELL:**   * € Give directions in small distinct forms * € Use written backup or oral directions * € Establish routines in classroom * € Simplify instructional language, NOT content * € Pre-teach vocabulary, modeling, hands-on, pictures and visual aids   **GT:**  € Opportunity to accelerate in areas of strength; independent research  € Multiple disciplines are integrated into the unit  **Sample Weekly FitnessGram Lesson Focus: Utilize Motivation Hook with each Lesson Focus**   * Lesson 1 (45 minutes)   + Lesson focus: Introduction to FitnessGram     - Students will enter their general physical information height weight etc.     - Students will enter daily activities and food intake     - Students will reflect on fitness gram * Lesson 2(45 minutes)   + Lesson focus: Aerobic capacity, muscular strength, flexibility     - Pacer test     - Curl-up     - Sit-and-reach * Lesson 3(45 minutes)   + Lesson focus: Body composition, muscular strength, aerobic capacity     - Body fat     - Trunk lift     - Walk test     - Flexed arm hang * Lesson 4(45 minutes)   + Lesson focus: aerobic capacity flexibility, muscular strength     - Mile walk/run test     - Back-saver     - Modified pull-up * Lesson 5(45 minutes)   + Lesson focus: Body composition muscular strength, flexibility     - BMI     - Push-up     - Shoulder strength     - L   + Lesson 6-15 (30 minutes)     - Lesson focus: all areas of fitness       * On lesson 6 students will input all of information in to fitness gram and generate a individual report.       * Students will use report to determine what area of fitness they will focus on each week.       * Lessons will be once a week for 30 minutes till end of semester   + Lesson 15-20(45 minutes)     - Lesson focus: fitness assessment       * Students will be tested in the same order as lessons 1-5 on different areas of fitness.       * Students will compare and reflect on these results to then results they got in the beginning of the semester. |  |

**Sample Daily Format for Unit Plan**

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| **Monday** | **Standards:** 1,2,3,5,6,  **Obj:** TSW understand the various components of physical fitness.  TSW Identify and understand how to perform the various exercises that increase each component of physical fitness.  **Activities:** Measure Student’s Height & Weight  Measure Student’s BMI & Body Fat%  **Assessment:** Fitness Gram Pre Test (Analyze BMI/Body Fat%) |
| **Tuesday** | **Standards:** 1,2,3,5,6,  **Obj:** TSW understand the various components of physical fitness.  TSW Identify and understand how to perform the various exercises that increase each component of physical fitness.  **Activities:** Warm Up/Cool Down  TSW measure abdominal strength by completing the curl up test.  TSW measure upper-body strength by completing the push-up test.  **Assessment:** Pre Test Fitness Gram (Measure of the # of push-ups/curl-ups) |
| **Wednesday** | **Standards:** 1,2,3,5,6,  **Obj:** TSW understand the various components of physical fitness.  TSW Identify and understand how to perform the various exercises that increase each component of physical fitness.  **Activities:** Warm Up/Cool Down  TSW measure flexibility by completing the sit-in-reach test  **Assessment:** Pre Test Fitness Gram (Measure Flexibility Range) |
| **Thursday** | **Standards:** 1,2,3,5,6,  **Obj:** TSW understand the various components of physical fitness.  TSW Identify and understand how to perform the various exercises that increase each component of physical fitness.  **Activities:** TSW measure aerobic capacity by completing the mile run/pacer test.  **Assessment:** Pre Test Fitness Gram (Measure Aerobic Capacity) |
| **Friday** | **Standards:** 1,2,3,5,6,  **Obj:** TSW identify the benefits of measuring fitness levels.  TSW identify components of physical fitness.  **Activities:** Review components of physical fitness  Make Up Day for any missed components  **Assessment:** Test on physical fitness components/Vocabulary |

Teacher Reflection: What worked/what didn’t work? Why?