

## ***Delaware Model Unit: Health Education***

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title: Physical Activity**

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**District: Polytech**

**Content Area: 6–8**

**Grade Level(s): 4 lessons**

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### **Summary of Unit**

Physical activity is particularly important for young learners who are establishing personal health promotion habits. This unit reviews the benefits of physical activities and helps students analyze the influences on physical activity.

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## Stage 1 – Desired Results

(What students will know, do, and understand)

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### Delaware Health Education Standards

- 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed: Physical Activity; Personal Health and Wellness
  - 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.\*
  - 3. Students will demonstrate the ability to access information, products and services to enhance health.\*
  - 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
  - 5. Students will demonstrate the ability to use decision-making skills to enhance health.
  - 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
  - 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
  - 8. Students will demonstrate the ability to advocate for personal, family and community health.
- \* Includes technology integration

### Big Idea

- Movement is vital

### Unit Enduring Understandings

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas (s) and/or Content Standards and that are transferable to new situations.
- Multiple factors impact health behaviors and personal health
- What I believe and what others believe influence my health
- There are criteria to determine the validity of health information, products, and services

### Essential Questions(s)

- Open-ended questions designed to guide student inquiry and learning.
- What prevents people from exercising?
- What can people do to limit injury caused by exercise?

### Knowledge and Skills

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

#### Students will know...

- Health benefits of physical activity.
- Components of physical activity.
- How to use proper equipment and precautions to protect themselves during physical activity.
- How different influences affect physical activity choices.

**Students will be able to...**

- Analyze influences on personal activity levels.
- Explain the frequency, intensity, and amount of time needed for healthful physical activity.
- Explain the importance of protective equipment when playing sports.
- Analyze influences on the physical activity of individuals.

## Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

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### Suggested Performance/Transfer Task(s)

- Performance/transfer tasks as evidence of student proficiency

An effective assessment for ALL students should be designed to include:

- Complex, real-world, authentic applications.
- Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards.
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge).

You decide to try out for the local traveling athletic team of your choice. It is difficult to make the team, and you want to be in the best possible shape. You have two months to prepare for the try-out camp. Design an individual fitness plan incorporating the components of physical fitness and the F.I.T. (frequency, intensity, time/type) principle. Explain the benefits of being physically fit and safety precautions you need to take while training.

### Rubrics

- Scoring guide to evaluate performance/transfer tasks used as evidence of student proficiency.

An effective scoring guide should:

- Measure what is appropriate for the Content Standard that is assessed.
  - Provide opportunities for differentiation of the performance/transfer tasks used as evidence of student proficiency.
4. The student work shows a sophisticated understanding of the components of physical activity and the F.I.T. principle. The project fully describes the importance, benefits, and safety precautions in doing physical activity.
  3. The student work shows an adequate understanding of the components of physical activity and the F.I.T. principle. The plan substantially describes the benefits and safety precautions in doing physical activity.
  2. The student work shows a limited understanding of the components of physical activity and the F.I.T. principle. The plan partially describes the benefits and safety precautions in doing physical activity.
  1. The student work shows no apparent understanding of components of physical activity and the F.I.T. principle. The plan has some misconceptions when describing the benefits and safety precautions in doing physical activity.

### Other Evidence

- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations and supplements the evidence provided by the task).

### Playing It Safe Handout

Bulletin board or poster on “Do You Know How to Play It Safe?” using handouts and instruction from lesson three.

Small-group skits on internal, family, peer, and media influences on activity levels will be done in lesson four.

### **Student Self-Assessment and Reflection**

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments).
- Lesson One – Students will write a reflective statement about their activity levels and what influences them to be physically active.
- Lesson Two – Students will evaluate their own activity log and consider changes they would like to make.

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Key Learning Events Needed to Achieve Unit Goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding.
- Provide ongoing opportunities for self-monitoring and self-evaluation.

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws.  
<http://www.umuc.edu/library/copy.shtml>



PA Lesson 1



PA Lesson 2



PA Lesson 3



PA Lesson 4

### Resources and Teaching Tips

- A variety of resources are included (texts, print, media, web links).
- Help in identifying and correcting student misunderstandings and weaknesses.
- [www.healthteacher.com](http://www.healthteacher.com)
- [www.kidshealth.org/kid/stay\\_healthy/index.html](http://www.kidshealth.org/kid/stay_healthy/index.html)
- [www.kidshealth.org/kid/stay\\_healthy/fit/sport\\_safety.html](http://www.kidshealth.org/kid/stay_healthy/fit/sport_safety.html)
- [www.thecommunityguide.org/pa/pa-int-school-pe.pdf](http://www.thecommunityguide.org/pa/pa-int-school-pe.pdf)
- <http://aspe.hhs.gov/health/reports/physicalactivity/>
- [www.webmd.com/content/tools/1/calc\\_heart\\_rate.htm](http://www.webmd.com/content/tools/1/calc_heart_rate.htm)

### Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.

Students in grades 6–8 sometimes still believe that whatever they see and read is accurate information. This unit promotes the re-examination of the influences that athletes and others make on one's own beliefs and practices particularly regarding physical activity.

### Accommodations/Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Describe how instruction may be varied to address differences in readiness, interest, and/or learning profiles.
- Small-group work
- Multiple means of expression (role-play, bulletin board, writing, etc.)
- Use verbal, technology, audio, and written instruction
- Copy PowerPoint presentations for some students

## Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in order to provide cross-cultural communicative competence.
- Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21<sup>st</sup> Century Learning** – the ability to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Students will be introduced to a new theory of fitness and will be asked to use that theory in a personal application for improved fitness. They will draw conclusions, apply those conclusions to a fitness plan, and prepare for a personal goal.

### Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families and communities.

This health education unit may be taught in conjunction with physical education. It builds on skills learned from the CATCH program.

Physical activity is related to academic achievement as evidenced by recent studies and long-time observation.

Families and communities can benefit from participation in F.I.T. activities.