

Delaware Model Unit – Physical 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: Stretching Myself with CATCH

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Grade Cluster: 6–8

Time Frame: 4 Lessons

Summary of Unit

Coordinated Approach to Child Health (CATCH) provides age-appropriate and developmentally appropriate activities for physical education. In Delaware, the Nemours Health and Prevention Services provides professional development and materials to all districts and schools that are willing to promote wellness programs for children, especially in physical activity and nutrition. This unit uses the CATCH Physical Education Teacher's Guidebook and the CATCH Grades 6-8 Activity Box for activities that will encourage the use of the Fitnessgram/Activitygram as a resource for planning and self-assessment.

Students will maintain logs of activities, enter the data into the Activitygram, assess their own level of fitness with the computer generated report, and stretch to plan for their future fitness.

CATCH is sponsored by the Nemours Health and Prevention Services in Delaware. Materials to present this unit and expand it are available through the Nemours Foundation. District teams, made up of health educators, physical educators, cafeteria personnel, administrators, classroom teachers, and others, are required for CATCH professional development. Teachers wishing to use this unit of instruction and CATCH materials should contact their district lead teacher or curriculum supervisor for further information.

This unit was developed for the DOE website with the permission of Flaghouse, Inc., publisher of *Taking Off, A Fourth Grade Curriculum*, CATCH. Second edition, 2002, and the Cooper Institute, publisher of the *Fitnessgram Activitygram Test Administration Manual*, third edition, 2005, through the Nemours Health and Prevention Services.

Stage 1 – Desired Results

(What students will know, do, and understand)

Delaware Content Standards

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- Participates regularly in physical activity
- Achieves and maintains a health-enhancing level of physical fitness
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity

Big Idea

- Fit for life

Unit Enduring Understanding

- 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.
- We need to be physically active.

Unit Essential Questions

- Open-ended questions designed to guide student inquiry and learning.
- What is the importance of being physically active?

Knowledge and Skills

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

Students will know...

- Thirty-sixty minutes of moderate to vigorous physical activity (MVPA) daily is needed for childhood fitness.
- That the duration and intensity of activities determine reasonable aerobic activity.
- Extended inactivity is inappropriate for children.
- A variety of activities from the Activity Pyramid are recommended for children.
- Ten- to fifteen-minute periods of MVPA should be integrated into the day.
- Physical activity should be age and developmentally appropriate.

Students will be able to...

- Differentiate intensity of activities.
- Use Activitygram for planning daily activities.
- Identify light, moderate, and vigorous physical activities.
- Choose age-appropriate and developmentally appropriate activities.

Stage 2 – Assessment Evidence (Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Performance/Transfer Tasks

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).

Students will complete a two-day log of their own activities, select the level of intensity and duration of those activities, and enter the data into a Fitnessgram/Activitygram computer program.

Prior to the receipt of their Activitygram report, the students will write a summary of their activities and an assessment of their activity level for comparison with the Activitygram. The students will compare their self-assessment to the Activitygram report and set goals for continued or improved fitness levels.

Rubric(s)

- 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.
- 3: The student's personal comparison of physical activities to the computerized reports was accurate and insightful, demonstrating an awareness of the necessity of physical activity for lifetime fitness. The setting of goals for continued or improved fitness levels showed a strong commitment to good health and a realistic view of oneself.
 - 2: The student's personal comparison to the computer-generated report showed reduced accuracy and perception of the need for lifetime fitness. Goals were set for continued or improved fitness levels with little regard for practicality.
 - 1: The student's personal comparison of physical activities was inaccurate or incomplete, not allowing for expression of thoughts about lifetime fitness. Goals were unclear, unattainable, or unrealistic for continued or improved fitness levels.

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).

Two-day log of activities (page 101, *Fitnessgram, Activitygram Test Administration Manual*).

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).

Students will assess their current fitness levels as part of the transfer task and will consider how to improve or continue their current activity levels as part of lifetime fitness.

Stage 3 – Learning Plan (Design learning activities to align with Stage 1 and Stage 2 expectations)

Key Learning Events Needed to Achieve Unit Goals

- Instructional activities and learning experiences needed to align with Stage 1 and Stage 2 expectations.

Include these instructional elements when designing an effective and engaging learning plan for ALL students:

- Align with expectations of Stage 1 and Stage 2.
- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding.
- Include a wide range of research-based, effective, and engaging strategies.
- Differentiate and personalize content, process, and product for diverse learners.
- Provide ongoing opportunities for self-monitoring and self-evaluation.

Lesson One: What Is the Importance of Being Physically Active?

Remind students of the Fitnessgram/Activitygram 3–5 unit. Place an Activitygram poster of on the wall. Use the protocol on pages 75-76 of the Fitnessgram/ Activitygram Test Administration Manual to explain the pyramid. Provide examples of activities (bike riding, jogging, playing on computer, etc.) for students to identify on the pyramid. Review and reinforce correct answers. Introduce the jump rope activities.

Introduce the transfer task.

Introduce vocabulary of rest, light, moderate, vigorous activity by using the following task cards for the lesson. As each of the activities is introduced, ask students if it is rest, light, moderate, or vigorous.

Warm-Up (blue)	3-5 minutes	Activity Card 298 – Sunny Day with Jump Rope (light)
Go Fitness (pink)	5-12 minutes	Activity Card 28 – Elbow Tag (moderate-vigorous)
Go Activity (green)	10-15 minutes	Activity Card 172 – Follow Me (vigorous)
Cool Down (blue)	3-5 minutes	Activity Card 6 – The S Trail (light)

Lesson Two

Review yesterday’s lesson, adding the words intensity and duration to the conversation. Students are familiar with the Activitygram Poster, so re-introduce the transfer task and hand out the Activitygram Logging Chart (page 101 Test Administration Manual). Explain to students that families may help with the two-day recording of activities. Data entry time will be arranged by students with classroom or computer teachers.

Students will add the following activity cards to the Activitygram as they are introduced:

Warm-Up (blue)	3-5 minutes	Activity Card 8 – Toe to Toe with Ropes (light)
Go Fitness (pink)	5-12 minutes	Activity Card 177 – Jump the Circuit (moderate-vigorous)
Go Activity (green)	10-15 minutes	Activity Card 177 – Jump the Circuit (vigorous)
Cool Down (blue)	3-5 minutes	Activity Card 300 – Follow and Flex (light)

At the end of the lesson, hand out copies of the Activitygram Logging Sheet with the assignment and home instructions.

Lesson Three

Review the Activitygram pyramid and the level of activities students have already identified. Review the concepts of intensity and duration and how they are used on the Activitygram Pyramid.

Warm-Up (blue)	3-5 minutes	Activity Card 25 – Blob (light)
Go Fitness (pink)	5-12 minutes	Activity Card 174 – Lucky Guess (moderate to vigorous)
Go Activity (green)	10-15 minutes	Activity Card 174 – Lucky Guess (vigorous)
Cool Down (blue)	3-5 minutes	Activity Card 300 – Follow and Flex (light)

Lesson Four

Review the activities of the last three lessons and explain that this lesson will incorporate some basketball activities. Ask students:

- Where on the triangle these types of activities will go?
- Where in the lesson they will belong (Go Fitness and Go Activity)?
- Whether or the activity would be light, moderate, or vigorous on the intensity scale.

Warm-Up (blue)	3-5 minutes	Activity Card 32 – Meet Me in the Middle (light)
Go Fitness (pink)	5-12 minutes	Activity Card 178 – Jump Rope Challenge (moderate-vigorous)
Go Activity (green)	10-15 minutes	Activity Card 178 – Jump Rope Challenge (vigorous)
Cool-Down (blue)	3-5 minutes	Activity Card 12 –Which Way Do I Go? (light)

Conclude the lesson by reviewing the vocabulary and instructions for the transfer task as students cool down. Remind students that these four lessons were filled with jump rope activities that fit easily into the intensity/duration framework of the Activitygram Pyramid.

Resources and Teaching Tips

- A variety of resources are included (texts, print, media, web links).
- Help in identifying and correcting student misunderstandings and weaknesses.
- <http://www.cdc.gov/HealthyYouth/physicalActivity/publications.htm>
- This unit is drawn from the *CATCH Physical Education Teacher's Guidebook, Grades K–8*, and the *CATCH, Grades 3–5, Activity Box, 2002*. Flaghouse, Inc.
- *Fitness/Activitygram, 2005*. Meredith and Welk, editors. The Cooper Institute.
- Poster of Activitygram Pyramid, page 73, *Fitnessgram/Activitygram*
- <http://www.catchinfo.org/>

Teaching Tips

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

At grades 6-8, students should be able to complete their own data entry with supervision of the computer teacher or classroom teacher. The generated report will be used by the students to compare their projections with the reality of the data and then to plan for future days of 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.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

The Fitnessgram/Activitygram is a tool that will make students and their parents aware of the amounts of time spent in resting and light activity levels. Lifestyle activities are promoted for those who have a low activity level. Some students with a physical disability may need accommodation to participate.

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.
- 21st 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 complete the transfer task by using a computer program and personal data. They will project how they could personally improve their activity level for lifetime fitness and personal growth. Using self-specific data will encourage new awareness and understanding.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

Students will access the student portion of the statewide Fitnessgram in order to enter the data produced by the recording of a two-day span of activities. The computer program will provide a report for analysis for comparison to the student-generated hypothesis regarding their activity level. Students will then plan for future days of MVPA using accessible and realistic tools and timing.

Content Connections

Content Standards integrated within instructional strategies

It is suggested that physical education teachers invite cafeteria workers and classroom educators to participate and reinforce this unit of instruction and, indeed, a healthy lifestyle with emphasis on nutrition and physical activity. Families can be involved through the home assignment of recording activities for the Activitygram.

Latchkey programs may consider using CATCH activities for students who have finished homework assignments and have discretionary time.