

Delaware Model Unit Gallery Template: 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: **Fitness Testing**

Designed by: **Mr. Kunzweiler**

District: **Academy of Dover**

Grade Cluster: **:3-5**

Time Frame: (Number of lessons)

Summary of Unit

This is a unit is assessing the Physical Fitness of the student.

Stage 1 – Desired Results

What students will know, be able to do and understand

Delaware Physical Education 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(s)

- 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

The student will understand that physical activity contributes to your overall good health.

The student will understand that we need to move to complete skills throughout their life.

The student will understand that physical activity can be fun.

Essential Questions:

Why is it important to know about physical conditioning?

What makes a physicaly fit individual?

Unit Essential Questions(s)

- Open-ended questions designed to guide student inquiry and learning

What are the skill needed to perform the tests?

How do these movements relate to completing other skills?

How can I have fun while testing?

Knowledge and Skills

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

Students will know...

What is Fitness

How does physical Fitness creat healthy living

How to locate and count their puls

Respritory rate

There is a correct way to behave

Students will be able to...

Perform fundamental skills related to the Fitness Gram

Actively participate with others and by self

Comply with rules of the class and that of the Fitness Gram Test

Perform the test to the best of their ability

Help in the administration of the test

Stage 2 – Assessment Evidence

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

Suggested Unit Transfer Task(s)

An effective transfer task for ALL students should be designed to include:

- *Complex, real-world, authentic applications
- *Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

The student will be able to explain how to perform the test skill, what is the purpose of the test or perform the skill asked

Relate verbally or in writing what you have learned in PE class about Fitness

Rubric(s)

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

EVALUATION RUBRIC FOR PHYSICAL EDUCATION

Meets/Exceeds

Language Evaluation: Student writes sentence using appropriate action word or draws picture of appropriate action word.

Movement Skills Evaluation: When asked to perform a movement skill, student does correct movement and performs all critical elements of the skill.

Reflection of Skill to Evaluate: Student includes detailed information about thoughts, feelings about the skill, and actions in the skill. Student explains own abilities to the skill.

Acceptable

Language Evaluation: Student knows appropriate action word but needs help from teacher to clarify sentence.

Movement Skills Evaluation: When asked to perform a movement skill, student either does correct movement or performs all critical elements of the skill but not both.

Reflection of Skill to Evaluate: Student includes likes/dislikes of skill and states what progress toward achieving skill was made.

Unacceptable

Language Evaluation: Student cannot think of action word.

Movement Skills Evaluation: When asked to perform a movement skill, student cannot do correct movement and perform all critical elements of the skill or students can do less than half of required skills correctly.

Reflection of Skill to Evaluate: Student cannot talk about any aspect of the skill, and is not able to include any personal logical thoughts about the experience.

Other Evidence

- Performance Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards
- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)

Are the students able to perform the skills on the test?

Cognitive response. Correctly answer questions related to terminology either orally or written.

Affective, can the students reflect orally or in writing about their experiences.

Are the students helping with the administration of the test?

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 may ask the teacher for alternate test, of which there are several.

Stage 3 – Learning Plan

Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning

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>

Students are given practice time to develop skills and getting familiar with the test.

Resources and Teaching Tips

Resources

- Include a variety of resources (texts, print, media and web links) that best supports the unit.

Prior experience

Prior learning

Fitness Gram material

Teaching Tips

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

Need to follow the direction for testing, consistency

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.

Students should be given the opportunity to practice. Directions and expectations should be given to the entire class and reviewed as needed. In the event a student needs verbal cues or assistance with staying on task, help will be provided.

Design Principles for Unit Development

Please check the design principles below that are embedded within the unit

International Education - the ability to appreciate the richness of our own cultural heritage and that of other cultures and 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 of to use skills, resources, & 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 are evaluated at the beginning and at the end of the school year to provide the teacher, student and parents with a measure of progress.

Technology Integration

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

The use of an overhead projector to display Fitness Gram Standards. This will allow the students to check their scores at once. A computer to record test results and chart progress. Fitness Gram report card.

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.

These lessons allow for the use of Math skills and counting while doing skills.