**Digital Unit Plan Template**

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| **Unit Title: Building a Personal Physical Fitness Plan** | | | | **Name: Zach Henderson** | |
| **Content Area: Physical Education** | | | | **Grade Level: 9-12** | |
| **CA Content Standard(s)/Common Core Standard(s):** | | | | | |
| HS Course 1 2.7 Develop and implement a one-month personal physical fitness plan.  HS Course 1 3.5 Develop personal goals to improve one’s performance in physical activities. | | | | | |
| **Big Ideas/Unit Goals:** | | | | | |
| * **Why is daily physical exercise important to overall health?** * **Students will be able to know many different muscles, and their importance to developing strength and endurance.** * **Students will understand all components of physical fitness.** * **Students will be able to develop a one-month personal physical fitness plan.** * **Student will be able to understand how to properly assemble and construct a personal fitness plan.** * **Students will understand the necessary components for a complete workout each day and week in the fitness plan.** | | | | | |
| **Unit Summary:** | | | | | |
| We will be engaging and learning the basics of how to build a personal physical fitness plan.  Many physical education classes do not cover any material on how to workout in the gym or in the outdoors, which exercises affect the major muscle groups, and an overall sense of how to succeed in a healthy lifestyle.  This unit is **NOT** strictly about working out inside of a gym and lifting weights.  However, part of this unit will cover workouts specific to lifting weights, giving each student an opportunity to possibly discover an interest of working out in this atmosphere.  We will be very diligent in making sure each student performs all physical activities in a safe and organized way.  We will also be learning all of the components of physical fitness, which will allow students to focus on multiple or all of the components while creating their personal fitness plans.  This unit is very inclusive of all physical activities, and we will be holding in-depth discussions about why devoting time to being physically active is so important.  We will provide each other with creative ideas that may be considered a great alternative to working out in the gym. The purpose of this unit is to provide students with the knowledge and capacity to create a plan devoted to their personal fitness.  The learning of these skills will be extremely useful for their entire lifetime, as the students will contain knowledge that can be used towards lifelong physical fitness. | | | | | |
| **Assessment Plan:** | | | | | |
| **Entry-Level:**   * **Survey/Brainstorm/Ranking**—What are the benefits to physical activity and personal fitness plans? | | **Formative:**   * **Guided Notes (Lesson 1)** * **Webercise (Lesson 2)** * **Group Debate/Discussion** * **Graphic Organizer (Lesson 3)** | | | **Summative:**   * **Unit Quiz** * **Presentation: 1-Month Personal Fitness Plan** |
| **Lesson 1** | | | | | |
| **Student Learning Objective:**   * Students will be able to list all components of physical fitness, and expand upon their importance. | **Acceptable Evidence (Assessments):**   * Through the guided notes, students will complete the worksheet, expanding upon the components of physical fitness. * The completion of the worksheet, and the correct answers provided from the lecture will be sufficient evidence. | | **Lesson Activities:**  **Lesson activities include:**   * **Viewing the lecture on “Building a Fitness Plan”** * **After viewing the lecture:**   + **Students will then complete the attached worksheet “Guided Notes”** * **From this worksheet, students will be able to list all components of physical fitness, reasons why physical activity is important, as well as knowing the basic muscle groups of the body.** | | |
| **Lesson 2** | | | | | |
| **Student Learning Objective:**   * Students will be able to understand the importance of nutrition.  Students will be able to differentiate certain foods from protein, carbohydrates, and fats. * Students will gain knowledge of the major muscles, and be able to successfully devise a workout plan for three consecutive days. | **Acceptable Evidence:**   * The “Webercise” will allow students to browse multiple websites, understanding the differences in nutrition, moderate versus vigorous physical activity, and more. * The questions on the worksheet, if completed correctly, will be sufficient evidence of learning**.** | | **Lesson Activities:**   * **The lesson activities involve:**   + **Browsing multiple websites such as:**     - <http://www.choosemyplate.gov/>     - <http://www.cdc.gov/healthyweight/assessing/bmi/index.html>     - <http://www.proprofs.com/quiz-school/story.php?title=chapter-2-components-fitness>     - <http://www.realbodywork.com/articles/game-muscles-1/>   + **Answering questions that correspond with the websites above.**   + **Students will be able to understand the importance and differences in nutrition, as well as gain knowledge related to physical activity, and the muscles impacted by the activity.**   + **Lastly, the students will engage in a series of critical thinking questions, all relating to the topic at hand.** | | |
| **Lesson 3** | | | | | |
| **Student Learning Objective:**   * Students will be able to list all components of physical fitness, and expand upon their importance. * Students will be able to create a workout plan for an entire week. * Students will be able to create a workout plan for an entire month. | **Acceptable Evidence:**   * Acceptable evidence of learning will include a thorough description of each component of fitness, as well as methods to increase each component to a healthier level, and an exercise that corresponds directly with that component. * Through the graphic organizer, students will have the knowledge of each component of fitness, nutrition, and exercises, all of which lends students the ability to create workout plans for themselves. | | **Lesson Activities:**   * **Activities in this lesson include:**   + **The creation of a graphic organizer on behalf of each student.**   + **Students will be expected to create a concept map/graphic organizer that break down each component of physical fitness.**   + **Each component will receive its definition, its importance to overall health, a strategy to increase or maintain health through this component, and an exercise that is directly related.** | | |
| **Unit Resources:** | | | | | |
| * [President’s Council on Fitness, Sports, and Nutrition](http://www.fitness.gov/) * [CDC Benefits](https://www.cdc.gov/physicalactivity/basics/pa-health/) * [How Teens Can Stay Fit](https://www.healthychildren.org/English/ages-stages/teen/fitness/Pages/How-Teens-Can-Stay-Fit.aspx) * [5 Ways To Stay Physically Fit](http://www.livestrong.com/article/501546-5-ways-to-stay-physically-fit/) * [Workout Log Template](http://www.livestrong.com/article/501546-5-ways-to-stay-physically-fit/) * [Build Your Routine](https://www.nerdfitness.com/blog/2010/02/15/how-to-build-your-own-workout-routine/) * [Bodyweight Squat](https://www.youtube.com/watch?v=UXJrBgI2RxA) * [Pushups](https://www.youtube.com/watch?v=Eh00_rniF8E) * [Lunges](https://www.youtube.com/watch?v=QF0BQS2W80k) * [Sit-Ups](https://www.youtube.com/watch?v=UXJrBgI2RxA) | | | | | |
| **Useful Websites:** | | | | | |
| * [Fitness For Beginners](http://www.bodybuilding.com/fun/lebrun16.htm) * [Orange County Hikes](https://socalhiker.net/trails/orange-county-hiking-trails/" \l "10/33.5723/-117.6938) * [Orange County Physical Activities](http://ochealthinfo.com/gov/health/phs/about/family/nutrition/active.asp) | | | | | |