

Curriculum Framework for Physical Education

School: Kuumba Academy Charter School

Curricular Tool: DDOE Model Units/CATCH

Grade: 6

Teacher: _____

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
Unit One: Welcome to Physical Education Timeline : 1 week			
<p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p>	<p>Big Ideas: There are personal and social behavioral expectations in physical activity settings</p> <p>Movement concept, principles, strategies and tactics are used in physical activities.</p> <p>Concepts: Body Awareness</p> <ul style="list-style-type: none"> • Self • General • Spatial <p>Safety</p> <ul style="list-style-type: none"> • Playing safely • Injury prevention • Sports/Physical Activity safety <p>Movement Concepts</p> <ul style="list-style-type: none"> • Effort/ pathways; levels 	<p>Essential Questions: What are the personal and social behavioral expectations in physical settings?</p> <p>What are the concept, principles, strategies and tactics used in physical activity?</p> <p>Learning Targets: Students will know...</p> <ul style="list-style-type: none"> • The concept of personal space versus general space • How to prevent injury when moving in a general area <p>Students will be able to...</p> <ul style="list-style-type: none"> • Demonstrate safe play and movement • Move safely in a general area • Demonstrate how to start and stop movement to avoid injury • Demonstrate an understanding of knowing how to move at different levels (low, medium, high), different directions (forward, right, left, up, down), and different pathways (straight, curved, zigzag) 	<p>Observation of students</p> <p>Checklists</p> <p>Self and peer assessment</p> <p>Homework</p>
Unit Two: Fitness Gram Timeline: 2 weeks			
<p>Standard 4: Achieves and maintains a health-enhancing level of physical</p>	<p>Big Ideas: Physical Fitness is essential to health</p>	<p>Essential Questions: How does my health benefit from being</p>	<p>Observation of student performance</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
fitness Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	throughout a lifetime Physical activity provides a variety of opportunities for enjoyment, social interaction, challenge and/or self-expression Concepts: Physical Activity <ul style="list-style-type: none"> • Benefits • Enjoyment 	physically fit? What makes physical activity meaningful Learning Targets: Students will know... <ul style="list-style-type: none"> • Health benefits of physical activity • Fitness is a personal choice • How participation contributes to enjoyment Students will be able to... <ul style="list-style-type: none"> • Explain how to improve physical fitness • Create a list of activities that builds fitness • Explain the benefits of physical activity/physical education 	Fitnessgram data
Unit Three: Stretching Myself with CATCH (DOE Model Unit¹) Timeline: 2 weeks			
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 4: Achieves and maintains a health-enhancing level of physical fitness Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Standard 6: Creates opportunities for	Big Ideas: We need to be physically active. Concepts: Fit for life.	Essential Questions: Why is it important to be physically active? Learning Targets: Students will know... <ul style="list-style-type: none"> • 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. 	Performance Task Rubrics Two-day log of activities Self-assessment/reflection

¹ Available on DOE Website at http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/phys_ed.shtml

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>		<ul style="list-style-type: none"> • 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. <p>Students will be able to...</p> <ul style="list-style-type: none"> • Differentiate intensity of activities. • Use Activitygram for planning daily activities. • Identify light, moderate, and vigorous physical activities. • Choose age-appropriate and developmentally appropriate activities. 	
<p>Unit Four: Fitness Component - Muscular Endurance, Muscular Strength Timeline: 8 sessions</p>			
<p>Standard 3: Participates regularly in physical activity</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p>Big Ideas: Physical activity provides an opportunity for enjoyment, health, challenge, self expression, and/or self expression Moving is important</p> <p>Being physically fit contributes to being health</p> <p>Concepts: Fitness</p> <ul style="list-style-type: none"> • Cardio respiratory endurance • Goal Setting 	<p>Essential Questions: Why do I participate in physical activity? How does fitness affect my body?</p> <p>Learning Targets: Students will know...</p> <ul style="list-style-type: none"> • Proper stretching techniques for target muscle group • How to increase the health-related fitness component of muscular strength • How to increase the health-related fitness component of muscular endurance • The health benefits of building and 	<p>Observation of students</p> <p>Checklists</p> <p>Self and peer assessment</p> <p>Homework</p> <p>Performance Tasks</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
	Health-Based <ul style="list-style-type: none"> • Heart rate: active/resting/target • Skeletal system • Muscular system 	maintaining muscular strength and endurance <ul style="list-style-type: none"> • How improving or maintaining muscular strength and endurance benefits their skeletal and muscular system. Students will be able to... <ul style="list-style-type: none"> • Use a variety of equipment to increase or maintain muscular strength and endurance • Explain why muscular strength and endurance is important throughout their lifetime • Create a plan to increase or maintain their muscular strength and endurance. 	
Unit Five Fitness Component - Flexibility Timeline: 6 sessions			
<p>Standard 3: Participates regularly in physical activity</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p>Big Ideas: Physical activity provides an opportunity for enjoyment, health, challenge, self expression, and/or self expression</p> <p>Moving is important Being physically fit contributes to being health</p> <p>Concepts: Fitness</p> <ul style="list-style-type: none"> • Flexibility • Goal Setting <p>Health-Based</p> <ul style="list-style-type: none"> • Skeletal system • Muscular system 	<p>Essential Questions: Why do I participate in physical activity? How does fitness affect my body?</p> <p>Learning Targets: Students will know...</p> <ul style="list-style-type: none"> • Proper stretching techniques for target muscle group • How to increase the health-related fitness component of flexibility • The health benefits of building and maintaining flexibility. • How improving or maintaining flexibility their skeletal and muscular system. <p>Students will be able to...</p>	<p>Observation of students</p> <p>Checklists</p> <p>Self and peer assessment</p> <p>Homework</p> <p>Performance Tasks</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
		<ul style="list-style-type: none"> • Use a variety of stretching techniques to improve or maintain flexibility. • Explain why flexibility is important throughout their lifetime • Create a plan to increase or maintain their muscular strength and endurance. 	
Unit Six: A Lifetime of Fitness - Individual/Partner Sports: Ultimate Frisbee, Badminton, Ping Pong, Handball Timeline: 6 sessions			
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p>Standard 3: Participates regularly in physical activity</p>	<p>Big Ideas: Physical Activity involves using movement and motor skills throughout your life.</p> <p>Movement concepts, principles, strategies and tactics are used in physical activities.</p> <p>We need to be physically active</p> <p>Concepts: Skill Development</p> <ul style="list-style-type: none"> • Throwing • Striking without implement • Striking with short handled implement <p>Cooperation</p> <ul style="list-style-type: none"> • Problem solving/strategy <p>Physical Activity</p> <ul style="list-style-type: none"> • Benefits • Enjoyment 	<p>Essential Questions: What ways can I use physical activities throughout my life?</p> <p>What are the concept, principles, strategies and tactics used in physical activity?</p> <p>What is the importance of being physically active?</p> <p>Learning Targets: Students will know...</p> <ul style="list-style-type: none"> • The importance of exercise • Regular physical activity is part of a healthy lifestyle • Begin to understand benefits of physical activity • Groups behave differently in different movement activities • Movements are not isolated but done in connection with other movements • Key elements for the activities of ultimate Frisbee, badminton, ping pong, and handball. <p>Students will be able to...</p> <ul style="list-style-type: none"> • Participate cooperatively in competitive and noncompetitive activities 	<p>Observation of students</p> <p>Checklists</p> <p>Self and peer assessment</p> <p>Homework</p> <p>Performance Tasks</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
		<ul style="list-style-type: none"> • Explain the importance of a healthy body • Logically connect health related components of fitness with specific movements • Perform specific motor activities related to sports they can play throughout their lifetime • Perform individually and as part of a group • Identify physical activity opportunities at school and within the community for regular participation in physical activity • Participate fully during physical education class • Improve personal effort and engagement level of exertion during class 	
Unit Seven: A Lifetime of Fitness - Group Sports Skills: Soccer, Flag Football, Basketball, Floor Hockey, Volleyball Timeline: 8 sessions			
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p>Standard 3: Participates regularly in physical activity</p>	<p>Big Ideas: Physical Activity involves using movement and motor skills throughout your life.</p> <p>Movement concepts, principles, strategies and tactics are used in physical activities.</p> <p>We need to be physically active</p> <p>Concepts: Skill Development</p> <ul style="list-style-type: none"> • Kicking • Punting • Dribbling 	<p>Essential Questions: What ways can I use physical activities throughout my life?</p> <p>What are the concept, principles, strategies and tactics used in physical activity?</p> <p>What is the importance of being physically active?</p> <p>Learning Targets: Students will know...</p> <ul style="list-style-type: none"> • The importance of exercise • Regular physical activity is part of a healthy lifestyle • Begin to understand benefits of 	<p>Observation of students</p> <p>Checklists</p> <p>Self and peer assessment</p> <p>Homework</p> <p>Performance Tasks</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
	<ul style="list-style-type: none"> • Catching • Throwing • Striking without implement • Striking with long handled implement <p>Cooperation</p> <ul style="list-style-type: none"> • Problem solving/strategy <p>Physical Activity</p> <ul style="list-style-type: none"> • Benefits • Enjoyment 	<p>physical activity</p> <ul style="list-style-type: none"> • Groups behave differently in different movement activities • Movements are not isolated but done in connection with other movements • Key elements for the activities of soccer, flag football, basketball, floor hockey, and volleyball. • Understand the concept that in group sports there are an offense and defense; that offense is possession of the ball and trying to score and defense is trying to prevent scoring • Positions related to each individual sport. <p>Students will be able to...</p> <ul style="list-style-type: none"> • Participate cooperatively in competitive and noncompetitive activities • Explain the importance of a healthy body • Logically connect health related components of fitness with specific movements • Perform specific motor activities related to sports they can play throughout their lifetime • Perform individually and as part of a group • Identify physical activity opportunities at school and within the community for regular participation in physical activity • Participate fully during physical education class • Improve personal effort and engagement level of exertion during class 	

Curriculum Framework for Physical Education

School: Kuumba Academy Charter School Curricular Tool: DDOE Model Units/CATCH Grade: 7 Teacher: _____

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Welcome to Physical Education Timeline : 1 week			
<p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings</p>	<p>Big Ideas: There are personal and social behavioral expectations in physical activity settings</p> <p>Movement concept, principles, strategies and tactics are used in physical activities.</p> <p>Concepts: Body Awareness</p> <ul style="list-style-type: none"> • Self • General • Spatial <p>Safety</p> <ul style="list-style-type: none"> • Playing safely • Injury prevention • Sports/Physical Activity safety <p>Movement Concepts</p> <ul style="list-style-type: none"> • Effort/ pathways; levels 	<p>Essential Questions: What are the personal and social behavioral expectations in physical settings?</p> <p>What are the concept, principles, strategies and tactics used in physical activity?</p> <p>Learning Targets: Students will know...</p> <ul style="list-style-type: none"> • The concept of personal space versus general space • How to prevent injury when moving in a general area <p>Students will be able to...</p> <ul style="list-style-type: none"> • Demonstrate safe play and movement • Move safely in a general area • Demonstrate how to start and stop movement to avoid injury • Demonstrate an understanding of knowing how to move at different levels (low, medium, high), different directions (forward, right, left, up, down), and different pathways (straight, curved, zigzag) 	<p>Teacher observation</p> <p>Self and peer analysis</p> <p>Checklists</p> <p>Homework</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit Two: Cooperation (DOE Model Unit¹ – will be adapted for Middle School) Timeline: 2 weeks			
<p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings</p> <p>Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p>Big Ideas: There are personal and social behavioral expectations in physical activity settings</p> <p>Physical activity provides a variety of opportunities for enjoyment, social interaction, challenge and/or self-expression.</p> <p>Concepts: Cooperation</p> <ul style="list-style-type: none"> • Teamwork; small/large group • Problem solving skills/strategy • Conflict resolution 	<p>Essential Questions: What are the personal and social behavioral expectations in physical activity settings?</p> <p>What makes physical activity meaningful?</p> <p>Learning Targets: Students will know...</p> <ul style="list-style-type: none"> • The benefits of being a cooperative person (sense of belonging, successfully solving a problem, a sense of accomplishment) • How cooperative people behave towards each other <p>Students will be able to ...</p> <ul style="list-style-type: none"> • Demonstrate the skills of a cooperative person to solve increasingly complex problems • Reflect on personal cooperation skills 	<p>Teacher observation</p> <p>Self and peer assessment</p> <p>Checklists</p> <p>Performance task</p> <p>Rubrics</p>
Unit Three: Fitness Gram Timeline:3 weeks			
<p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p>Big Ideas: Physical Fitness is essential to health throughout a lifetime</p> <p>Physical activity provides a variety of opportunities for enjoyment, social interaction, challenge and/or self-expression</p> <p>Concepts: Physical Activity</p> <ul style="list-style-type: none"> • Benefits • Enjoyment 	<p>Essential Questions: How does my health benefit from being physically fit?</p> <p>What makes physical activity meaningful?</p> <p>Learning Targets: Students will know...</p> <ul style="list-style-type: none"> • Health benefits of physical activity • Fitness is a personal choice • How participation contributes to enjoyment 	<p>Teacher observation</p> <p>Self and peer assessment</p> <p>Checklists</p> <p>Performance task</p> <p>Rubrics</p>

¹ Available on DOE Website at http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/phys_ed.shtml

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		Students will be able to... <ul style="list-style-type: none"> • Explain how to improve physical fitness • Create a list of activities that builds fitness • Explain the benefits of physical activity/physical education 	
Unit Four: Fitness Component: Cardio respiratory endurance: Walking for Lifetime Fitness (DOE Model Unit²) Timeline: 2 weeks			
<p>Standard 3: Participates regularly in physical activity</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p>Big Ideas:</p> <p>Everyone needs to be physically active.</p> <p>Physical fitness contributes to quality of life.</p> <p>Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>Concepts:</p> <p>Fitness</p> <ul style="list-style-type: none"> • Muscular Strength • Muscular Endurance • Goal Setting <p>Health-Based</p> <ul style="list-style-type: none"> • Heart rate: active/resting/target • Skeletal system • Muscular system • Cardio-respiratory system 	<p>Essential Questions:</p> <p>What can I do to be physically active throughout my life?</p> <p>How can I include physical fitness into my life?</p> <p>What personal meaning do I find through participation in physical activity?</p> <p>Learning Targets:</p> <p>Students will know...</p> <ul style="list-style-type: none"> • Proper stretching for walking • The health-related components of fitness specifically related to walking • How to use a pedometer • How many steps they need to take daily to maintain fitness levels • The health and social benefits of walking <p>Students will be able to...</p> <ul style="list-style-type: none"> • Use a pedometer correctly including reading and recording data • Explain why walking is an important lifetime activity • Plan a walking route based on their personal environment and step needs 	<p>Teacher observation</p> <p>Self and peer assessment</p> <p>Checklists</p> <p>Performance task</p> <p>Rubrics</p>

² Available on DOE Website at http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/phys_ed.shtml

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit Five: Fitness Component: Muscular Endurance, Muscular Strength Timeline: 3 weeks			
<p>Standard 3: Participates regularly in physical activity</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p>Big Ideas: Physical activity provides an opportunity for enjoyment, health, challenge, self expression, and/or self expression</p> <p>Moving is important</p> <p>Being physically fit contributes to being health</p> <p>Concepts: Fitness</p> <ul style="list-style-type: none"> • Cardio respiratory endurance • Goal Setting <p>Health-Based</p> <ul style="list-style-type: none"> • Heart rate: active/resting/target • Skeletal system • Muscular system 	<p>Essential Questions: Why do I participate in physical activity?</p> <p>How does fitness affect my body?</p> <p>Learning Targets: Students will know...</p> <ul style="list-style-type: none"> • Proper stretching techniques for target muscle group • How to increase the health-related fitness component of muscular strength • How to increase the health-related fitness component of muscular endurance • The health benefits of building and maintaining muscular strength and endurance • How improving or maintaining muscular strength and endurance benefits their skeletal and muscular system. <p>Students will be able to...</p> <ul style="list-style-type: none"> • Use a variety of equipment to increase or maintain muscular strength and endurance • Explain why muscular strength and endurance is important throughout their lifetime • Create a plan to increase or maintain their muscular strength and endurance. 	<p>Teacher observation</p> <p>Self and peer assessment</p> <p>Checklists</p> <p>Performance task</p> <p>Rubrics</p>
Unit Six: Fitness Component: Flexibility and Strength Timeline: 3 weeks			
<p>Standard 3: Participates regularly in physical activity</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p>	<p>Big Ideas: Physical activity provides an opportunity for enjoyment, health, challenge, self expression, and/or self expression</p>	<p>Essential Questions: Why do I participate in physical activity?</p> <p>How does fitness affect my body?</p> <p>Learning Targets:</p>	<p>Teacher observation</p> <p>Self and peer assessment</p> <p>Checklists</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p>Moving is important</p> <p>Being physically fit contributes to being health</p> <p>Concepts: Fitness</p> <ul style="list-style-type: none"> • Flexibility • Goal Setting <p>Health-Based</p> <ul style="list-style-type: none"> • Skeletal system • Muscular system 	<p>Students will know...</p> <ul style="list-style-type: none"> • Proper stretching techniques for target muscle group • How to increase the health-related fitness component of flexibility • The health benefits of building and maintaining flexibility. • How improving or maintaining flexibility their skeletal and muscular system. <p>Students will be able to...</p> <ul style="list-style-type: none"> • Use a variety of stretching techniques to improve or maintain flexibility. • Explain why flexibility is important throughout their lifetime • Create a plan to increase or maintain their muscular strength and endurance 	<p>Performance task</p> <p>Rubrics</p>
<p>Unit Seven: A Lifetime of Fitness - Individual/Partner Sports: Golf, Tennis, Pickleball or Racquetball Timeline: 4 weeks</p>			
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p>Standard 3: Participates regularly in physical activity</p>	<p>Big Ideas: Physical Activity involves using movement and motor skills throughout your life.</p> <p>Movement concepts, principles, strategies and tactics are used in physical activities.</p> <p>We need to be physically active</p> <p>Concepts: Skill Development</p> <ul style="list-style-type: none"> • Striking with short handled implement • Striking with long handled implement 	<p>Essential Questions: What ways can I use physical activities throughout my life?</p> <p>What are the concept, principles, strategies and tactics used in physical activity?</p> <p>What is the importance of being physically active?</p> <p>Learning Targets: Students will know...</p> <ul style="list-style-type: none"> • The importance of exercise • Regular physical activity is part of a healthy lifestyle • Begin to understand benefits of physical activity • Groups behave differently in different 	<p>Teacher observation</p> <p>Self and peer assessment</p> <p>Checklists</p> <p>Performance task</p> <p>Rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	Cooperation <ul style="list-style-type: none"> • Problem solving/strategy Physical Activity <ul style="list-style-type: none"> • Benefits • Enjoyment 	movement activities <ul style="list-style-type: none"> • Movements are not isolated but done in connection with other movements • Key elements for the activities of golf, tennis, pickleball and/or racquetball, and handball. Students will be able to... <ul style="list-style-type: none"> • Participate cooperatively in competitive and noncompetitive activities • Explain the importance of a healthy body • Logically connect health related components of fitness with specific movements • Perform specific motor activities related to sports they can play throughout their lifetime • Perform individually and as part of a group • Identify physical activity opportunities at school and within the community for regular participation in physical activity • Participate fully during physical education class • Improve personal effort and engagement level of exertion during class 	
Unit Eight: A Lifetime of Fitness - Group Sports Skills: Soccer, Flag Football, Basketball, Floor Hockey, Volleyball Timeline:4 weeks			
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p>Standard 3: Participates regularly in</p>	<p>Big Ideas: Physical Activity involves using movement and motor skills throughout your life.</p> <p>Movement concepts, principles, strategies and tactics are used in physical activities.</p> <p>We need to be physically active</p> <p>Concepts:</p>	<p>Essential Questions: What ways can I use physical activities throughout my life?</p> <p>What are the concept, principles, strategies and tactics used in physical activity?</p> <p>What is the importance of being physically active?</p> <p>Learning Targets: Students will know...</p> <ul style="list-style-type: none"> • The importance of exercise 	Teacher observation Self and peer assessment Checklists Performance task Rubrics

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
physical activity	<p>Skill Development</p> <ul style="list-style-type: none"> • Kicking • Punting • Dribbling • Catching • Throwing • Striking without implement • Striking with long handled implement <p>Cooperation</p> <ul style="list-style-type: none"> • Problem solving/strategy <p>Physical Activity</p> <ul style="list-style-type: none"> • Benefits • Enjoyment 	<ul style="list-style-type: none"> • Regular physical activity is part of a healthy lifestyle • Begin to understand benefits of physical activity • Groups behave differently in different movement activities • Movements are not isolated but done in connection with other movements • Key elements for the activities of soccer, flag football, basketball, floor hockey, and volleyball. • Understand the concept that in group sports there are an offense and defense; that offense is possession of the ball and trying to score and defense is trying to prevent scoring • Positions related to each individual sport. <p>Students will be able to...</p> <ul style="list-style-type: none"> • Participate cooperatively in competitive and noncompetitive activities • Explain the importance of a healthy body • Logically connect health related components of fitness with specific movements • Perform specific motor activities related to sports they can play throughout their lifetime • Perform individually and as part of a group • Identify physical activity opportunities at school and within the community for regular participation in physical activity • Participate fully during physical education class • Improve personal effort and engagement level of exertion during class 	

Curriculum Framework for Physical Education

School: Kuumba Academy Charter School Curricular Tool: DDOE Model Units/CATCH Grade: 8 Teacher: _____

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Welcome to Physical Education Timeline : 1 week			
<p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings</p>	<p>Big Ideas: There are personal and social behavioral expectations in physical activity settings</p> <p>Movement concept, principles, strategies and tactics are used in physical activities.</p> <p>Concepts: Body Awareness</p> <ul style="list-style-type: none"> • Self • General • Spatial <p>Safety</p> <ul style="list-style-type: none"> • Playing safely • Injury prevention • Sports/Physical Activity safety <p>Movement Concepts</p> <ul style="list-style-type: none"> • Effort/ pathways; levels 	<p>Essential Questions: What are the personal and social behavioral expectations in physical settings?</p> <p>What are the concept, principles, strategies and tactics used in physical activity?</p> <p>Learning Targets: Students will know...</p> <ul style="list-style-type: none"> • The concept of personal space versus general space • How to prevent injury when moving in a general area <p>Students will be able to...</p> <ul style="list-style-type: none"> • Demonstrate safe play and movement • Move safely in a general area • Demonstrate how to start and stop movement to avoid injury • Demonstrate an understanding of knowing how to move at different levels (low, medium, high), different directions (forward, right, left, up, down), and different pathways (straight, curved, zigzag) 	<p>Teacher observation</p> <p>Self and peer assessment</p> <p>Checklists</p> <p>Performance task</p> <p>Rubrics</p>
Unit Two: Teambuilding (DOE Model Unit) Timeline: 5 lessons			
Exhibits responsible personal and social behavior that respects self	There are personal and social behavioral expectations in physical activity settings.	<p>Essential Questions: What are personal and social behavioral expectations</p>	Journaling of the debriefing questions

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
and others in physical activity settings		in physical settings? <u>Learning Targets:</u> <ul style="list-style-type: none"> • Listen to other peoples ideas • Effectively resolve conflicts during activities • Demonstrate self-control • Trust and depend on teammates 	Teacher observations Challenge Worksheet Student check sheet for presenting Reflection journals Performance Task Rubric
Unit Two: Cooperation (DOE Model Unit¹ – Adapted for Middle School) Timeline:			
<p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings</p> <p>Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p><u>Big Ideas:</u> There are personal and social behavioral expectations in physical activity settings</p> <p>Physical activity provides a variety of opportunities for enjoyment, social interaction, challenge and/or self-expression.</p> <p><u>Concepts:</u> Cooperation</p> <ul style="list-style-type: none"> • Teamwork; small/large group • Problem solving skills/strategy • Conflict resolution 	<p><u>Essential Questions:</u> What are the personal and social behavioral expectations in physical activity settings?</p> <p>What makes physical activity meaningful?</p> <p><u>Learning Targets:</u> Students will know...</p> <ul style="list-style-type: none"> • The benefits of being a cooperative person (sense of belonging, successfully solving a problem, a sense of accomplishment) • How cooperative people behave towards each other <p>Students will be able to ...</p> <ul style="list-style-type: none"> • Demonstrate the skills of a cooperative person to solve increasingly complex problems 	Teacher observation Self and peer assessment Checklists Performance task Rubrics

¹ Available on DOE Website at http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/phys_ed.shtml

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<ul style="list-style-type: none"> Reflect on personal cooperation skills 	
Unit Three: Fitness Gram Timeline: 8 sessions			
<p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p>Big Ideas: Physical Fitness is essential to health throughout a lifetime</p> <p>Physical activity provides a variety of opportunities for enjoyment, social interaction, challenge and/or self-expression</p> <p>Concepts: Physical Activity</p> <ul style="list-style-type: none"> Benefits Enjoyment 	<p>Essential Questions: How does my health benefit from being physically fit?</p> <p>What makes physical activity meaningful?</p> <p>Learning Targets: Students will know...</p> <ul style="list-style-type: none"> Health benefits of physical activity Fitness is a personal choice How participation contributes to enjoyment <p>Students will be able to...</p> <ul style="list-style-type: none"> Explain how to improve physical fitness Create a list of activities that builds fitness Explain the benefits of physical activity/physical education 	<p>Teacher observation</p> <p>Self and peer assessment</p> <p>Checklists</p> <p>Performance task</p> <p>Rubrics</p>
Unit Four: Fitness Component: Cardio respiratory endurance Timeline: 10 sessions			
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p>	<p>Big Ideas: Physical activity provides an opportunity for enjoyment, health, challenge, self expression, and/or self expression</p> <p>We need to be physically active</p> <p>Physical fitness is essential to health throughout life.</p> <p>There are personal and social behavioral expectations in physical activity settings</p>	<p>Essential Questions: What ways can I use physical activities throughout my life?</p> <p>What is the importance of being physically active?</p> <p>How does my health benefit from being physically fit?</p> <p>What are the personal and social behavioral expectations in physical settings?</p> <p>What makes physical activity meaningful?</p>	<p>Teacher observation</p> <p>Self and peer assessment</p> <p>Checklists</p> <p>Performance task</p> <p>Rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Standard 3: Participates regularly in physical activity</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings</p> <p>Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p>Physical activity provides a variety of opportunities for enjoyment, social interaction, challenge and/or self expression.</p> <p>Concepts: Fitness</p> <ul style="list-style-type: none"> • Muscular Strength • Muscular Endurance • Goal Setting <p>Health-Based</p> <ul style="list-style-type: none"> • Heart rate: active/resting/target • Skeletal system • Muscular system • Cardio-respiratory system 	<p>Learning Targets: Students will know...</p> <ul style="list-style-type: none"> • Proper stretching for walking • The health-related components of fitness specifically related to walking • How to use a pedometer • How many steps they need to take daily to maintain fitness levels • The health and social benefits of walking • Thirty six minutes of moderate to vigorous physical activity 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. <p>Students will be able to...</p> <ul style="list-style-type: none"> • Use a pedometer correctly including reading and recording data • Explain why walking is an important lifetime activity • Plan a walking route based on their personal environment and step needs • Differentiate intensity of activities • Use Activitygram for planning daily activities • Identify light, moderate, and vigorous physical activities. • Choose age-appropriate and developmentally appropriate activities. 	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit Five: Fitness Component: Muscular Endurance, Muscular Strength Timeline: 6 sessions			
<p>Standard 3: Participates regularly in physical activity</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p>Big Ideas: Physical activity provides an opportunity for enjoyment, health, challenge, self expression, and/or self expression</p> <p>Moving is important</p> <p>Being physically fit contributes to being healthy</p> <p>Concepts: Fitness</p> <ul style="list-style-type: none"> • Muscular Strength • Muscular Endurance • Goal Setting <p>Health-Based</p> <ul style="list-style-type: none"> • Heart rate: active/resting/target • Skeletal system • Muscular system 	<p>Essential Questions: Why do I participate in physical activity?</p> <p>How does fitness affect my body?</p> <p>Learning Targets: Students will know...</p> <ul style="list-style-type: none"> • Proper stretching techniques for target muscle group • How to increase the health-related fitness component of muscular strength • How to increase the health-related fitness component of muscular endurance • The health benefits of building and maintaining muscular strength and endurance • How improving or maintaining muscular strength and endurance benefits their skeletal and muscular system. <p>Students will be able to...</p> <ul style="list-style-type: none"> • Use a variety of equipment to increase or maintain muscular strength and endurance • Explain why muscular strength and endurance is important throughout their lifetime • Create a plan to increase or maintain their muscular strength and endurance. 	<p>Teacher observation</p> <p>Self and peer assessment</p> <p>Checklists</p> <p>Performance task</p> <p>Rubrics</p>
Unit Six: Fitness Component: Flexibility Timeline: 5 sessions			
<p>Standard 3: Participates regularly in physical activity</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p>	<p>Big Ideas: Physical activity provides an opportunity for enjoyment, health, challenge, self expression, and/or self expression</p> <p>Moving is important</p>	<p>Essential Questions: Why do I participate in physical activity?</p> <p>How does fitness affect my body?</p> <p>Learning Targets:</p>	<p>Teacher observation</p> <p>Self and peer assessment</p> <p>Checklists</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p>Being physically fit contributes to being health</p> <p>Concepts: Fitness</p> <ul style="list-style-type: none"> • Flexibility • Goal Setting <p>Health-Based</p> <ul style="list-style-type: none"> • Skeletal system • Muscular system 	<p>Students will know...</p> <ul style="list-style-type: none"> • Proper stretching techniques for target muscle group • How to increase the health-related fitness component of flexibility • The health benefits of building and maintaining flexibility. • How improving or maintaining flexibility their skeletal and muscular system. <p>Students will be able to...</p> <ul style="list-style-type: none"> • Use a variety of stretching techniques to improve or maintain flexibility. • Explain why flexibility is important throughout their lifetime • Create a plan to increase or maintain their muscular strength and endurance. 	<p>Performance task</p> <p>Rubrics</p>
<p>Unit Seven: A Lifetime of Fitness - Individual/Partner Sports: Golf, Ultimate Frisbee, Tennis, Badminton, Ping Pong, Pickleball and/or Racquetball, Handball Timeline: 10 sessions</p>			
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p>Standard 3: Participates regularly in physical activity</p>	<p>Big Ideas: Physical Activity involves using movement and motor skills throughout your life.</p> <p>Movement concepts, principles, strategies and tactics are used in physical activities.</p> <p>We need to be physically active</p> <p>Concepts: Skill Development</p> <ul style="list-style-type: none"> • Throwing • Striking without implement • Striking with short handled 	<p>Essential Questions: What ways can I use physical activities throughout my life?</p> <p>What are the concept, principles, strategies and tactics used in physical activity?</p> <p>What is the importance of being physically active?</p> <p>Learning Targets: Students will know...</p> <ul style="list-style-type: none"> • The importance of exercise • Regular physical activity is part of a healthy lifestyle • Begin to understand benefits of physical activity • Groups behave differently in different movement 	<p>Teacher observation</p> <p>Self and peer assessment</p> <p>Checklists</p> <p>Performance task</p> <p>Rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	implement <ul style="list-style-type: none"> Striking with long handled implement Cooperation <ul style="list-style-type: none"> Problem solving/strategy Physical Activity <ul style="list-style-type: none"> Benefits Enjoyment 	activities <ul style="list-style-type: none"> Movements are not isolated but done in connection with other movements Key elements for the activities of golf, ultimate Frisbee, tennis, badminton, ping pong, pickleball and/or racquetball, and handball. Students will be able to... <ul style="list-style-type: none"> Participate cooperatively in competitive and noncompetitive activities Explain the importance of a healthy body Logically connect health related components of fitness with specific movements Perform specific motor activities related to sports they can play throughout their lifetime Perform individually and as part of a group Identify physical activity opportunities at school and within the community for regular participation in physical activity Participate fully during physical education class Improve personal effort and engagement level of exertion during class 	
Unit Eight: A Lifetime of Fitness - Group Sports Skills: Soccer, Flag Football, Basketball, Floor Hockey, Volleyball Timeline:			
<p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p>Standard 3: Participates regularly in physical activity</p> <p>Standard 4: Achieves and maintains a health-enhancing level</p>	<p>Big Ideas: Physical Activity involves using movement and motor skills throughout your life.</p> <p>Movement concepts, principles, strategies and tactics are used in physical activities. We need to be physically active</p> <p>Concepts: Skill Development</p>	<p>Essential Questions: What ways can I use physical activities throughout my life?</p> <p>What are the concept, principles, strategies and tactics used in physical activity?</p> <p>What is the importance of being physically active?</p> <p>Learning Targets: Students will know...</p> <ul style="list-style-type: none"> The importance of exercise 	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>of physical fitness</p> <p>Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<ul style="list-style-type: none"> • Kicking • Punting • Dribbling • Catching • Throwing • Striking without implement • Striking with long handled implement <p>Cooperation</p> <ul style="list-style-type: none"> • Problem solving/strategy <p>Physical Activity</p> <ul style="list-style-type: none"> • Benefits • Enjoyment 	<ul style="list-style-type: none"> • Regular physical activity is part of a healthy lifestyle • Begin to understand benefits of physical activity • Groups behave differently in different movement activities • Movements are not isolated but done in connection with other movements • Key elements for the activities of soccer, flag football, basketball, floor hockey, and volleyball. • Understand the concept that in group sports there are an offense and defense; that offense is possession of the ball and trying to score and defense is trying to prevent scoring • Positions related to each individual sport. <p>Students will be able to...</p> <ul style="list-style-type: none"> • Participate cooperatively in competitive and noncompetitive activities • Explain the importance of a healthy body • Logically connect health related components of fitness with specific movements • Perform specific motor activities related to sports they can play throughout their lifetime • Perform individually and as part of a group • Identify physical activity opportunities at school and within the community for regular participation in physical activity • Participate fully during physical education class • Improve personal effort and engagement level of exertion during class 	

Charter School Unit Modification

Guiding Questions

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

This model unit of instruction was selected as part of Kuumba Academy's curricular submission because it assists students in activity planning that will promote lifelong healthy practices. This unit informs students how to identify age appropriate physical activities and how to identify the intensity and duration of an activity in order to reach physical fitness goals.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications have been made to this model unit of instruction. Imbedded into the unit are suggestions for differentiation, so the needs of all learners can be met through this unit as is.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications have been made to this unit of instruction. Kuumba Academy has a full time Physical Education teacher with full-time gymnasium access to conduct all classes and activities.

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No modifications have been made to this unit.

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**
Designed by: **Libby Thomas, School Health Consulting**
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

- We need to be physically active.

Unit Essential Questions

- What is the importance of being physically active?

Knowledge and Skills

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

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)

- 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

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

Student Self-Assessment and Reflection

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

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

- <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

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

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.

Charter School Unit Modification

Guiding Questions

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

This model unit of instruction was selected as part of Kuumba Academy's curricular submission because it is an excellent way to show students how their personal behaviors can lend themselves to effective teamwork. They will investigate how and why teamwork is important and this will lend itself to their expectations for behavior throughout the school year.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications have been made to this model unit of instruction. Imbedded into the unit are suggestions for differentiation, so the needs of all learners can be met through this unit as is. Although this unit is intended for the 9-12th grade cluster, Kuumba Academy will be using the Teambuilding exercises at the 8th grade level. A large component of the Expeditionary Learning Model is collaboration and teamwork, so that students can satisfy project defined deliverables. Working on teambuilding in Physical Education class, and reinforcing the skills that students use in their regular education classrooms will assist the students in becoming effective collaborators and 21st century learners.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications have been made to this unit of instruction. Kuumba Academy has a full time Physical Education teacher with full-time gymnasium access to conduct all classes and activities.

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No modifications have been made to this unit.

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: **Teambuilding**
Designed by: **Cary S. Wolfgang**
District: **Stevenson House Detention**
Grade Cluster: **Modified for 8th grade implementation**
Time Frame: **5 Lessons**

Summary of Unit

Throughout this unit the students will build skills in cooperation, critical thinking, and leadership. They will participate in a variety of cooperative, group teambuilding activities where students will take turns with the different roles in those activities using and developing their social skills with peers.

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)

- There are personal and social behavioral expectations in physical activity settings.

Essential Question(s)

- What are personal and social behavioral expectations in physical settings?

Knowledge and Skills

Students will know ...

- Physical activity performed safely prevents injuries
- Resolving conflict in a physical activity setting leads to a more enjoyable experience
- Leadership skills to complete tasks with a group
- Trust is an integral part of building relationships

Students will be able to ...

- Listen to other peoples ideas
- Effectively resolve conflicts during activities
- Demonstrate self-control
- Trust and depend on teammates

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

Suggested Unit Transfer Task(s)

- Creating and teaching a challenge
- Class will separate into even groups

- Complete Challenge Worksheet
- Group will decide on name for their challenge
- Choose equipment needed for challenge
- Create rules for challenge
- Present challenge to the other class groups/student check sheet for peer review of challenge
- Teach their challenge to younger PE classes with emphasis on communication, teamwork, decision making, and compromise

Rubric(s)

For a score of three, students must:

- Be an active participant
- Submit ideas to group
- Praise other team members
- Take a leadership role during the performance of the challenge

For a score of two, students must complete three of the four tasks as listed above.

For a score of zero, student refuses to participate with the group in the challenge.

Other Evidence

- Journaling of the debriefing questions
- Teacher observations
- Challenge Worksheet
- Student check sheet for presenting

Student Self-Assessment and Reflection

- Reflection journals

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

Lesson 1 – Communication

This is an explanation of teambuilding, how to set up groups/teams, and begin the communication process through challenges (full Lesson 1 copy attached).

Lesson 2 – Beginning Challenges

These are novice challenges for teams/groups that have just started to work together. Review of a group/teams setup (full Lesson 2 copy attached).

Lesson 3 – Intermediate Challenges

Teams/groups should be moved around to form new ones, a little more difficult and you begin to see how important communication is to the challenges (full Lesson 3 copy attached).

Lesson 4 – Advance Challenges

Students will be working unassisted in their teams/groups for these challenges (full Lesson 4 copy attached).

Lesson 5 – Unit Task

Students will begin the unit task and receive feedback from the teacher and other teams/groups on their created challenge before final completion (full Lesson 5 copy attached).

Teambuilding Lesson 1: Communication

Grade Cluster: 8

References: *Teambuilding through Physical Challenges* by Glover and Midura

Vocabulary/Keywords: cooperation, praise, decision making, communication, compromise, positive, challenge, leadership, problem solving

Delaware State Standards Addressed

#5 – Exhibits responsible personal and social behavior that respects self and others in physical settings.

Big Idea: Fit for Life

Essential Question:

- What are personal and social behavioral expectations in physical activity settings?

Enduring Understanding:

- There are personal and social behavioral expectations in physical activity settings.

Unit Task

Creating and teaching a challenge:

- Class will separate into even groups
- Complete Challenge Worksheet
- Group will decide on name for their challenge
- Choose equipment needed for challenge
- Create rules for challenge
- Present challenge to the other class groups/student check sheet for peer review of challenge
- Teach their challenge to younger PE classes with emphasis on communication, teamwork, decision making, and compromise

Materials/Equipment: Carpet squares or painted line

Lesson Goals: Explore different types of communication during activity

Students will be able to ...

- Use different forms of communication

Students will know ...

- Different forms of communication

Assessment Plan (other evidence)

Oral discussion using the following questions:

- What forms of communication are there?
- Is it important to communicate effectively?
- What personal behaviors can the group expect from an individual participant?

Journaling question: Use the debriefing questions at the end of the challenges for this because not all students will want to talk out loud.

Lesson Sequence

Introduction

Challenges will be presented to the class. The new unit we are beginning is Teambuilding. Divide the class into equal groups and have the different groups decide on a team name. Have each group choose one person in the group to report out after they decide on a group name. This will be the first time students will communicate as a group. When activity is complete debrief all groups by asking these questions.

- How did the group talk to each other?
- Did everyone get to say their opinion?
- Did anyone receive praise for their idea?
- What problems did you find in communicating in your group?

Content

Explain to students the definition of communication, and the different forms of communication. Question students about how they can communicate better in their groups.

Follow up by giving student group responsibilities: organizer, praiser, encourager, summarizer, and recorder. Explain how these assignments can rotate with each challenge. Now that each group knows the responsibilities and has an understanding of communication, you are going to present the same challenge to each group. Each group will perform the challenge and debrief using questions in the journal. Use the book named in reference section.

Challenge: Alphabet Line Challenge

Object – Students will rearrange themselves by last name in alphabetical order. They start by lining up on the line. Next, explain that they will not use any verbal communication to get themselves in alphabetical order. They can use any other form of communication to accomplish this task.

Closure

Debrief by asking questions:

- How did you feel not being able to talk with your group?

- What different forms of communication did your group use?
- Which type of communication do you feel was most effective?

Accommodations/Differentiation Ideas and Tips

You want to debrief after each challenge, or if you have similar challenges, you can wait until after both have been completed.

Unit Title: Teambuilding Lesson 2: Communication

Grade Cluster: 8

References: *Teambuilding through Physical Challenges* by Glover and Midura;
www.gophersport.com

Vocabulary/Keywords: cooperation, praise, decision making, communication, compromise, positive, challenge, problem solving, leadership

Delaware State Standards Addressed

#5 – Exhibits responsible personal and social behavior that respects self and others in physical settings.

Big Idea: Fit for Life

Essential Question:

- What are personal and social behavioral expectations in physical activity settings?

Enduring Understanding:

- There are personal and social behavioral expectations in physical activity settings.

Unit Task

Creating and teaching a challenge:

- Class will separate into even groups
- Complete Challenge Worksheet
- Group will decide on name for their challenge
- Choose equipment needed for challenge
- Create rules for challenge
- Present challenge to the other class groups/student check sheet for peer review of challenge
- Teach their challenge to younger PE classes with emphasis on communication, teamwork, decision making, and compromise

Materials/Equipment

- Skeleton Poly Puzzle
- US Map Poly Puzzle
- Blindfolds

Lesson Goals

Cooperate and communicate without verbal cues and then without visual cues.

Students will be able to ...

- Communicate nonverbally
- Communicate without visual cues

Students will know ...

- Communication takes place in a variety of ways

Assessment Plan (other evidence): Debriefing questions

Lesson Sequence

Introduction

Challenges will be presented as part of the teambuilding unit. Students will be divided into two groups. Students will communicate as a group to select a recorder, organizer, praiser, encourager, and summarizer. Have students complete both challenges; debriefing after each challenge is completed. You will want to debrief them with the following questions:

- How did the group talk to each other?
- What were the social behavioral expectations in the group?
- Did anyone receive praise for their idea?
- What problems did you find in communicating in your group?

Content

Student responsibilities for challenges: recorder, organizer, praiser, encourager, and summarizer. Make sure that groups have explained each responsibility and they understand what is expected of them during the challenge. Both challenges are from www.gophersport.com.

Challenge: Hospital Emergency Room – Students are to work together to assemble a skeleton puzzle. The activity will be completed two times. The first time, complete the puzzle without any verbal communication, and the second time, half of the group will be blindfolded. During the blindfolded stage, no seeing person can touch the puzzle pieces or those students who are blindfolded.

Challenge: U.S. Map – Students are to work together to assemble the map. The activity will be completed two times. The first time, complete it without any verbal communication, and the second time, half of the group will be blindfolded. No seeing person can touch the puzzle pieces or those who are blindfolded. Everyone is allowed to talk and assemble the puzzle.

Closure

Debrief by asking questions:

- How did you feel not being able to talk with your group?
- What different forms of communication did your group use?
- Which type of communication do you feel was most effective?

Accommodations/Differentiation Ideas and Tips:

Activity challenge may take more than one class period.

Unit Title: Teambuilding
Lesson 3: Cohesion Fun

Grade Cluster: 8

References: *Back Pocket Adventure* and *Silver Bullets* by Karl Rohnke; Project Adventure, Inc.

Vocabulary/Keywords: cooperation, praise, decision making, communication, compromise, positive, challenge, problem solving, leadership

Delaware State Standards Addressed

#5 – Exhibits responsible personal and social behavior that respects self and others in physical settings.

Big Idea: Fit for Life

Essential Question:

- What are personal and social behavioral expectations in physical activity settings?

Enduring Understanding

- There are personal and social behavioral expectations in physical activity settings.

Unit Task

Creating and teaching a challenge:

- Class will separate into even groups
- Complete Challenge Worksheet
- Group will decide on name for their challenge
- Choose equipment needed for challenge
- Create rules for challenge
- Present challenge to the other class groups/student check sheet for peer review of challenge
- Teach their challenge to younger PE classes with emphasis on communication, teamwork, decision making, and compromise

Materials/Equipment: Two lengths (sticks, dowel, pencils, etc.) 6 inches long

Lesson Goals

Cooperate and communicate effectively to complete challenges successfully.

Students will be able to ...

- Communicate and cooperate with partners and group members

Students will know ...

- To be successful they have to cooperate and communicate

Assessment Plan (other evidence)

Teacher observation of completed challenges.

Lesson Sequence

Introduction

Explain to students that they will engage in large group activities. All activities will be teacher led.

Content

Make sure that students have heard and understood directions before beginning the challenges.

Texas Big Foot - Ask students to form a circle, and place their arms around the shoulders of the person next to them until everyone in the circle does it. Announce that this activity is extremely difficult to accomplish and the morphological cooperation is essential to success and avoidance of injury. To complete the challenge, the group has to take three giant steps toward the center of the circle. To be successful, the final step must end with the group still intact and standing.

Phizz, Splot, Grooby - Students are to count from 1 to 20. Have each student take a number. If it is a small group, you may need students to say more than one. The second time through, students are to replace the #3 and #13 with the word phizz, #6 and #16 with the word splot, and the #9 and #19 with the word Grooby. Ready set go! Did I hear two Groobies? Start over again, until it is done correctly.

Passing Crossed or Uncrossed – Students are in circle formation for this activity. To begin, the leader passes the pencils while saying, "I pass these pencils to you crossed or uncrossed." The leader indicates to the group that each person is to individually receive the pencils and then pass them on crossed or uncrossed, also verbally stating both how they were received and how they are being passed. The key is the leg position of the person doing the passing and the leg position of that person to whom they are being passed. It is up to the group to figure out and continue passing until the leader receives the pencils back.

Closure

Debrief by asking questions:

- How did you feel about the large group activities?
- What forms of communication did you recognize?
- How did the three large group activities differ?
- What did you learn about yourself during the large group activities?

Accommodations/Differentiation Ideas and Tips:

Activity challenge may take more than one class period.

Unit Title: Teambuilding
Lesson 4: Advance Challenges

Grade Cluster: 8

References: GOPHER, www.gophersport.com

Vocabulary/Keywords: cooperation, praise, decision making, communication, compromise, positive, leadership, problem solving, challenge

Delaware State Standards Addressed

#5 – Exhibits responsible personal and social behavior that respects self and others in physical settings.

Big Idea: Fit for Life

Essential Question

- What are personal and social behavioral expectations in physical activity settings?

Enduring Understanding

- There are personal and social behavioral expectations in physical activity settings.

Unit Task

Creating and teaching a challenge:

- Class will separate into even groups
- Complete Challenge Worksheet
- Group will decide on name for their challenge
- Choose equipment needed for challenge
- Create rules for challenge
- Present challenge to the other class groups/student check sheet for peer review of challenge
- Teach their challenge to younger PE classes with emphasis on communication, teamwork, decision making, and compromise

Materials/Equipment

- Four, 44-inch long wood planks with notches that are 7-inches in diameter
- Rubber ball
- Six playground balls (8-inch diameter), six poly spot markers, and six nylon jump ropes 9-feet long

Lesson Goals

Cooperate and communicate effectively to complete challenges successfully.

Students will be able to ...

- Communicate and cooperate with partners and group members

Students will know ...

- To be successful they have to cooperate and communicate

Assessment Plan (other evidence)

Teacher observation of completed challenges.

Lesson Sequence

Introduction

Explain to students that they will engage in large group activities. Activity will be explained by teacher and then students will need to work as a group or team to complete the challenges.

Content

Make sure that students have heard and understood directions before beginning the challenges.

Pulling for Each Other - The object is to successfully pass 6 balls around a circle while connected to other teammates. Arrange the 6 poly spots in a circle. Have each teammate stand on a spot marker. Each teammate should tie one end of a jump rope around one wrist and connect the opposite end to a student across the circle. They should not connect to a teammate directly next to them, nor should they connect both wrists to the same teammate. Make the circle large enough to allow a few inches of slack in the ropes once connected. The team must pass all 6 balls around the circle without moving off the spots. Each ball follows the same path of catching and throwing to teammates. Figure out how to make good throws without yanking the wrists of the teammates they are connected to. If a teammate is off the spot, rope touches the floor, or ball touches the floor then the team must begin challenge again.

Solution – When all 6 balls have completed the path around the circle, the challenge is complete.

Suspended Ball Challenge – The object is to suspend the ball in the middle of the four posts without stick ends touching the floor. Start by placing the four posts farther apart than the length of the sticks. Using the four sticks, find a way to secure the ball in the air without anything touching the floor. The four corner posts cannot be moved.

Solution – Weave the sticks over and under each other and lock them into the grooves. Then place them on the posts. The ball will sit in the center square.

Closure

Debrief by asking questions:

- How did you feel about the group doing the activity by themselves?
- What forms of communication did you recognize?
- What did you observe, notice, or hear during the group?
- What did you learn about yourself during the large group activities?

Accommodations/Differentiation Ideas and Tips

- Activity challenge may take more than one class period.
- In "Pulling for Each Other," you can vary the size and variety of throwing objects.

Unit Title: Teambuilding
Lesson 5: Unit Task

Grade Cluster: 8

References: www.gophersport.com, *Teambuilding Challenges* by Glover & Midura

Vocabulary/Keywords: cooperation, praise, decision making, communication, compromise, positive, leadership, problem solving, challenge

Delaware State Standards Addressed

#5 – Exhibits responsible personal and social behavior that respects self and others in physical settings.

Big Idea: Fit for Life

Essential Question

- What are personal and social behavioral expectations in physical activity settings?

Enduring Understanding

- There are personal and social behavioral expectations in physical activity settings.

Unit Task

Creating and teaching a challenge

- Class will separate into even groups
- Complete Challenge Worksheet
- Group will decide on name for their challenge
- Choose equipment needed for challenge
- Create rules for challenge
- Present challenge to the other class groups/student check sheet for peer review of challenge
- Teach their challenge to younger PE classes with emphasis on communication, teamwork, decision making, and compromise

Materials/Equipment: All available from teacher's storage area

Lesson Goals

Groups will create the teambuilding challenge that they will teach to younger students.

Students will be able to ...

- Communicate and cooperate with group members on completing unit task

Students will know ...

- To be successful they have to cooperate and communicate as a group to complete unit task

Assessment Plan (other evidence)

- Teacher observation
- Student check sheet
- Challenge Worksheet

Lesson Sequence

Introduction

Explain to students that they will complete the Challenge Worksheet as a group for the unit task. Task will be explained by the teacher, and then students will need to work as a group to complete the challenges they will present to younger students. When groups are ready, they will present to the other students for review. They will use the student check sheet.

Content

Challenge Worksheet and group task. Students will be separated into groups and given the Challenge Worksheet to complete for the task. The teacher will explain how the Challenge Worksheet is to be completed.

Closure

Debrief by asking questions:

- How did you feel about the challenge your team/group created?
- Did your team/group have any communication breakdowns? If so, what were they?
- What did you observe, notice, or hear during the creation of your challenge?
- What did you learn about yourself doing this unit task?

Accommodations/Differentiation Ideas and Tips

Unit task will take more than one class period to complete, and it is suggested that no debriefing occur until the group presents their challenges to their peers.

Challenge Worksheet Teambuilding Unit Task

Names _____
Team/Group _____

Challenge Name _____

Materials for Challenge

In this section, you will describe the challenge and how it begins (keep in mind will it be group guided, so put here what you want the children to do.), how the equipment is to be used, what the teacher should look for from the presenting group, and the solution. Also, if there are any rules (example: if anyone steps off the board, they must begin again) and criteria that need to be followed for a successful challenge.

Debriefing the challenge:

Assessing the challenge (suggestions):

Group/Team you presented this challenge to: _____

Student Presentation Check Sheet

Student Reviewer _____

Date _____

Directions: When a group presents to you, complete this check sheet by answering the questions by circling, 4= Excellent, 3= Good, 2= Fair, and 1= Poor. Then add up the numbers for a score.

1. Did they have a name for their challenge?	1	2	3	4
2. Are the rules for the challenge clear, so someone can complete the challenge?	1	2	3	4
3. Did the student group members allow you to ask questions?	1	2	3	4
4. Did they provide all materials for completing the challenge?	1	2	3	4
5. Was a debriefing done after the challenge?	1	2	3	4

SCORE: _____

Suggestions for group presenting:

Resources and Teaching Tips

Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.
- *Teambuilding through Physical Challenges*, Glover & Midura, Human Kinetics Pub
- *More Teambuilding Challenges*, Glover & Midura, Human Kinetics Pub
- Project Adventure texts:
 - *Silver Bullets*, Karl Rohnke, ISBN 0-934387-01-X
 - *Cowstails and Cobras II*, Karl Rohnke, ISBN 0-934387-08-7
- *No Props – Great Games with No Equipment*, Mark Collard, ISBN 0-934387-05-02
- *Back Pocket Adventure*, Karl Rohnke and Jim Grout, ISBN 0-934387-11-7
- www.pa.org
- Teambuilding products found at www.GOPHER.com

Teaching Tips

- Make sure that you have all equipment or initiatives set up ahead of time.
- Prepare more than one activity as groups will progress at varied timeframes.
- Debriefing can be done after one or even two challenges.
- Daily lessons may take more than one class period to complete depending on group.

Accommodations/Differentiation

- Groups have to solve the challenges on their own, and any accommodations should be implemented by the group doing the challenge.
- Vary the level of materials for groups that need modifications.

Design Principles for Unit Development

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

- **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.

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

- Various types of engagement activities

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 unit is connected to family, counseling, and community by developing problem-solving and conflict-resolution skills that will enable students to create positive school and community environments.

Charter School Unit Modification

Guiding Questions

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

This model unit of instruction was selected as part of Kuumba Academy's curricular submission because it is a unit that exemplifies how students can simply incorporate exercise into their daily lives to promote lifelong healthy practices. Kuumba Academy strongly emphasizes teaching the whole child, so instructing the students on how to promote healthy practices for remaining physically active to promote their health is an important component of their Physical Fitness courses.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications have been made to this model unit of instruction. Imbedded into the unit are suggestions for differentiation, so the needs of all learners can be met through this unit as is.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications have been made to this unit of instruction. Kuumba Academy has a full time Physical Education teacher with full-time gymnasium access to conduct all classes and activities.

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No modifications have been made to this unit.

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 jury process to ensure alignment to selected Delaware Content Standards.

Unit Title: **Walking for Lifetime Fitness**

Designed by: **Lee Raymond**

District: **University of Delaware**

Grade Cluster: **6–8**

Time Frame: **4 Lessons**

Summary of Unit

This unit will introduce students to walking as a lifetime fitness activity. Students will be introduced to the health-related components of fitness that are associated with walking, learn how to use pedometers, and begin a semester-long walking activity. Subject matter from math and social studies will be incorporated in this unit via worksheet tasks and school-wide walking activities. Tasks include reviewing and discussing benefits of walking throughout a lifetime, completing a step estimation worksheet, completing a scavenger hunt, participating in walking Olympics, and designing a walking map for home use. All steps are recorded in class, and students are introduced to a school-wide walking program. Recorded steps are taken outside the Physical Education class time.

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 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.
- Physical activity provides an opportunity for enjoyment, health, challenge, self-expression, and/or social interaction
- Moving is important
- Being physically fit contributes to being healthy

Essential Questions

Unit Essential Questions

- Open-ended questions designed to guide student inquiry and learning.
- Why do I participate in physical activity?
- How does fitness affect my body?
- Why is movement important?

Knowledge and Skills

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

Students will know...

- Proper stretching for walking
- The health-related components of fitness specifically related to walking
- How to use a pedometer
- How many steps they need to take daily to maintain fitness levels
- The health and social benefits of walking

Students will be able to...

- Use a pedometer correctly including reading and recording data
- Explain why walking is an important lifetime activity
- Plan a walking route based on their personal environment and step needs

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)

Students will design a walking route for use outside of school—see attached example.

Day 1	Day 2	Day 3	Day 4	Day 5
Warm-up: 8 min <ul style="list-style-type: none"> ▪ Walking activity to music ▪ Slow walk 2 laps ▪ Check heart rate ▪ Walk 2 laps at medium pace ▪ Check heart rate ▪ Walk 2 laps at fast pace ▪ Check heart rate 	Warm-up: 5 min <ul style="list-style-type: none"> ▪ Pedometers on and walk 5 minutes ▪ Record number of steps 	Warm-up: 8 min <ul style="list-style-type: none"> ▪ Pedometers on and walk 6 minutes ▪ Record number of steps 	Warm-up: 4 min <ul style="list-style-type: none"> ▪ Walking laps to music ▪ Begin stretch routine while Intro is occurring 	Warm-up: 4 min <ul style="list-style-type: none"> ▪ Walking laps to music ▪ Begin stretch routine while Intro is occurring
Intro: 15 min <ul style="list-style-type: none"> ▪ Walking as lifetime activity referring to increase in heart rate. ▪ Number of steps needed for fitness. ▪ Pedometers—how to open, clear, read, attach 	Intro: 3 min <ul style="list-style-type: none"> ▪ Socialize while walking 	Intro: 8 min <ul style="list-style-type: none"> ▪ Discover America Trail school activity 	Intro: 5 min <ul style="list-style-type: none"> ▪ Discuss students and school walking progress up to this point ▪ Review benefits of walking ▪ Explain Walking Olympics ▪ Give out pedometers 	Intro: 5 min <ul style="list-style-type: none"> ▪ Discuss students and school walking progress up to this point ▪ Review benefits of walking ▪ Review walking Olympics ▪ Give out pedometers
Activity: 20 min <ul style="list-style-type: none"> ▪ Walk measured 	Activity: 30 min <ul style="list-style-type: none"> ▪ Stretch series 	Activity: <ul style="list-style-type: none"> ▪ Scavenger 	Activity: 35 min <ul style="list-style-type: none"> ▪ Walking 	Activity: <ul style="list-style-type: none"> ▪ Walking

Day 1	Day 2	Day 3	Day 4	Day 5
mile and record individual steps <ul style="list-style-type: none"> Stretch legs discussing muscles used in walking 	<ul style="list-style-type: none"> Guess your steps activity 	Hunt <ul style="list-style-type: none"> Record total steps 	Olympics activity	Olympics activity
Closure: 8 min <ul style="list-style-type: none"> Put pedometers away How do you feel after walking today? Why do you think you should walk every day? How could you get 10,000 steps per day? 	Closure: 12 min <ul style="list-style-type: none"> Finish activity worksheet If you wanted to walk, who could you walk with? Where could you walk at home? How many steps do you think it would be? 	Closure: <ul style="list-style-type: none"> Stretch series How far did you walk today? What do you think would happen to your body if you walked every day? 	Closure: 6 min <ul style="list-style-type: none"> Collect pedometers Ensure all steps have been recorded <i>Journal questions:</i> Think about how much walking you have been doing up until now <ul style="list-style-type: none"> How do you feel right now? How might the amount of walking you have done up until today have affected how you feel now? Assign walking map project 	Closure: 5 min <ul style="list-style-type: none"> Collect pedometers Ensure all steps have been recorded <i>Journal questions:</i> You have been walking across the country for an entire semester. <ul style="list-style-type: none"> What have you learned about your country? What have you learned about walking as a lifetime activity?

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

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).

Journal Prompts

- Guess Your Steps worksheet
- Scavenger Hunt worksheet
- Individual Walking Logs
- School Walk Across America
- Teacher observation of proper pedometer usage

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)

Semester self-reflection on walking program (non-graded).

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>

Unit Title: Walk for Lifetime Fitness **Lesson 1: Introduction to Walking and Pedometers**

Grade Cluster: 6-8

References

- Sweetgall, Robert. (2001) Pedometer Walking. Creative Walking Inc. Clayton, Mo.
- Sweetgall, Robert, Neeves, Robert. (2002) Smart Stepping Student Guide. Creative Walking inc. Clayton Mo.

Vocabulary/Keywords: cardio-respiratory endurance, flexibility, pedometer, target heart rate, aerobic

Delaware State Standards Addressed

#3 – A physically educated person participates regularly in physical activity.

#4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness.

#6 – A physically educated person understands that physical activity creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

Big Idea: Fit for Life

Essential Questions

- Why do I participate in physical activity?
- How does fitness affect my body?
- Why is movement important?

Enduring Understanding

- Physical activity provides an opportunity for enjoyment, health, challenge, self-expression, and/or social interaction
- Moving is important
- Being physically fit contributes to being healthy

Unit Transfer Task: Walking Map

Materials/Equipment

- Music
- Pedometers (one for each student)
- Student log record sheets
- Measured mile either inside or outside

Lesson Goals

Students will be able to: <ul style="list-style-type: none">• Wear and read a pedometer correctly• Feel the differences in heart rate between slow, medium and fast-paced walking	Students will know: <ul style="list-style-type: none">• How many steps they should take daily to maintain a healthy lifestyle• How fast they need to walk to increase their heart rate• That walking is a form of aerobic activity• That walking can be done throughout a lifetime
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Assessment Plan

1. Teacher observation for correct use of pedometers
2. Log steps needed to walk a mile

Lesson Sequence

- *Warm-up*
 - Instant activity – Have students feel their heart and ask for feedback on how it is beating. Have students walk 2 laps at a slow pace, check heart rate. Walk 2 laps at a medium pace and check heart rate, and 2 laps at fast pace and check heart (may play music during this).
- *Introduction*
 - Discuss idea that walking is an aerobic activity - that they are building up cardio-respiratory endurance through walking. They can feel their heart rate increase.
 - Explain that adults should walk 10,000 steps per day.
- *Content*
 - Show students pedometers, how to put them on, how to read, rules for using pedometers—no shaking, jumping, etc., to increase step count—“You shake it, I take it”
 - Once students have pedometers on move to marked mile area. Have students clear pedometers and walk a mile. Allow students to walk with friends and talk but remind students that they should walk their normal stride at a medium pace (may play music during this if appropriate)
- *Closure*
 - Record each student’s steps for the mile as they return pedometer.
 - Closure questions revolve around making connections to walking as exercise and how to incorporate it into their lives—examples
 - ♦ How do you feel after walking today?
 - ♦ Why do you think you should walk everyday?

- ♦ How do you think you could get your 10,000 steps in each day?

Accommodations/Differentiation Ideas and Tips:

- Have volunteers to help with today’s lesson to save time getting pedometers on.
- Label each pedometer with a number and assign each number to a particular student to help keep track of them.
- Students in wheelchairs who have upper-body movement can record miles they wheel themselves.
- Students in wheelchairs can partner with walking student who pushes student—steps are recorded for both students.
- Blind students walk with a partner.

Unit Title: Walk for Lifetime Fitness

Lesson 2: Scavenger Hunt/Introduction to School-Wide Project

Grade Cluster: 6-8

References

- Sweetgall, Robert. (2001) Pedometer Walking. Creative Walking Inc. Clayton, Mo.
- Sweetgall, Robert, Neeves, Robert. (2002) Smart Stepping Student Guide. Creative Walking inc. Clayton Mo.

Vocabulary/Keywords: cardio-respiratory endurance, flexibility, pedometer, target heart rate, aerobic

Delaware State Standards

#3 – A physically educated person participates regularly in physical activity.

#4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness.

#6 – A physically educated person understands that physical activity creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

Big Idea: Fit for Life

Essential Questions

- Why do I participate in physical activity?
- How does fitness affect my body?
- Why is movement important?

Enduring Understanding

- Physical activity provides an opportunity for enjoyment, health, challenge, self-expression, and/or social interaction
- Moving is important
- Being physically fit contributes to being healthy

Unit Transfer Task: Walking Map

Materials/Equipment

- Music

- Pedometers (one for each student)
- Student log record sheets
- Scavenger hunt sheet and answer sheets
- One die

Lesson Goals

Students will be able to: <ul style="list-style-type: none"> • Wear and read a pedometer correctly 	Students will know: <ul style="list-style-type: none"> • That walking can be a part of daily life • That daily walking is beneficial to a healthy life
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Assessment Plan

1. Teacher observation for correct use of pedometers
2. Log of steps needed to walk a mile
3. Scavenger hunt answer sheets
4. Oral discussion at closure

Lesson Sequence

- *Warm-up*
 - Instant activity
 - ♦ Pedometers on
 - ♦ Students walk continuously for 6 minutes
 - ♦ Record steps and clear pedometer
- *Introduction*
 - School-wide walking program where the entire school will Discover America
 - Explain that step logs will be given to classroom teachers and students can walk during recess or if the teacher wants to take a break and walk with students
 - All would record their steps on their logs
 - Goal of program is to see how far across the country (and hopefully back!) the school can go during the semester
- *Content*
 - Clear pedometers
 - Complete scavenger hunt activity. (see attached directions)
- *Closure*
 - Have student go through stretching series
 - Closure questions revolve around how walking is a part of our daily life and how we can make it even more so—examples:
 - ♦ Thinking about the number of steps you take to walk a mile, how far do you estimate you walked today?
 - ♦ What do you think would happen to your body if you walked every day?

Accommodations/Differentiation Ideas and Tips

Be sure that the school community knows what your lesson focus is prior to this activity. The scavenger hunt has students moving at different times to different places. Be sure that all the faculty and administration understand why you are doing this activity, and you will

keep distractions to a minimum. You may want to make this an activity you have your teachers participate in during a faculty meeting or an in-service when you are describing the school wide project.

Your scavenger hunt can be indoors or outdoors. Make it interesting to your students.

Note that I have referred to the Discover America Trail as the school-wide project. This walk/trek can be tailored to meet the schools individual needs.

Label each pedometer with a number and assign each number to a particular student to help keep track of them.

Student in wheelchairs who have upper-body movement can record miles they wheel themselves.

Students in wheelchairs can partner with a walking student/aide who assists in pushing the student where needed—steps are recorded for both students.

Visually impaired students may walk with a partner.

Unit Title: Walk for Lifetime Fitness
Lesson 3: Part One of Walker Olympics

Note: This lesson to be done ½- to ¾-way through semester.

Grade Cluster: 6-8

References

- Sweetgall, Robert. (2001) Pedometer Walking. Creative Walking Inc. Clayton, Mo.
- Sweetgall, Robert, Neeves, Robert. (2002) Smart Stepping Student Guide. Creative Walking inc. Clayton Mo.

Vocabulary/Keywords: cardio-respiratory endurance, flexibility, pedometer, target heart rate, aerobic#3 – A physically educated person participates regularly in physical activity.

#4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness.

#6 – A physically educated person understands that physical activity creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

Big Idea: Fit for Life

Essential Questions

- Why do I participate in physical activity?
- How does fitness affect my body?
- Why is movement important?

Enduring Understanding

- Physical activity provides an opportunity for enjoyment, health, challenge, self-expression, and/or social interaction
- Moving is important
- Being physically fit contributes to being healthy

Unit Transfer Task: Walking Map

Materials/Equipment

- Music
- Pedometers (one for each student)
- Student log record sheets
- Walker Olympic events and score sheet

Lesson Goals

Students will be able to: <ul style="list-style-type: none">• Wear and read a pedometer correctly• Add additional steps to school-wide walking program• Discuss how participating in daily walking has helped their fitness levels	Students will know: <ul style="list-style-type: none">• Facts about current state on school wide map• Walking is an activity that helps develop lifetime fitness
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Assessment Plan

1. Teacher observation for correct use of pedometers
2. Log of steps in Walker Olympics
3. Oral discussion of why walking is a lifetime fitness activity
4. Journal questions
5. Walking map homework

Lesson Sequence

- *Warm-up*
 - Instant activity
 - ♦ Pedometers on and continuous walk for 4 minutes
 - ♦ Record steps and clear pedometers
- *Introduction*
 - Begin appropriate stretch routine as introduction discussion goes on.
 - Review facts from current state where school is on walking map.
 - Discuss when and where students are currently walking and how they could possibly increase the step count as we move toward the end of the semester.
 - Explain Walker Olympics activity – today is part one and a way to add steps to map; part two will be later on in the semester
- *Content*
 - Begin Walker Olympic events
 - Record all step counts for each event
- *Closure*
 - Journal questions:
 - ♦ Think about how much walking you have been doing up until now. How do you feel right now?
 - ♦ How might the amount of walking you have done up until today have affected how you are feeling now?
 - ♦ Collect
 - Assign walking map project

Accommodations/Differentiation Ideas and Tips

- Use Walker Olympic activities that are appropriate for your students.
- Student in wheelchairs who have upper-body movement can record miles they wheel themselves.
- Students in wheelchairs can partner with walking student who pushes student—steps are recorded for both students.
- Blind students walk with partner.

Unit Title: Walk for Lifetime Fitness
Lesson 4: Part Two of Walker Olympics

Note: This lesson to be done ½- to ¾-way through semester.

Grade Cluster: 6-8

References

- Sweetgall, Robert. (2001) Pedometer Walking. Creative Walking Inc. Clayton, Mo.
- Sweetgall, Robert, Neeves, Robert. (2002) Smart Stepping Student Guide. Creative Walking inc. Clayton Mo.

Vocabulary/Keywords: cardio-respiratory endurance, flexibility, pedometer, target heart rate, aerobic#3 – A physically educated person participates regularly in physical activity.

#4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness.

#6 – A physically educated person understands that physical activity creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

Big Idea: Fit for Life

Essential Questions

- Why do I participate in physical activity?
- How does fitness affect my body?
- Why is movement important?

Enduring Understanding

- Physical activity provides an opportunity for enjoyment, health, challenge, self-expression, and/or social interaction
- Moving is important
- Being physically fit contributes to being healthy

Unit Transfer Task: Walking Map

Materials/Equipment

- Music
- Pedometers (one for each student)
- Student log record sheets
- Walker Olympic events and score sheet

Lesson Goals

<p>Students will be able to:</p> <ul style="list-style-type: none">• Wear and read a pedometer correctly• Add additional steps to school wide walking program• Reflect on their Walk Across America trip and their own contributions to it• Reflect on how walking can be a lifetime fitness activity	<p>Students will know:</p> <ul style="list-style-type: none">• Facts about current state on school wide map• Walking is an activity that helps develop lifetime fitness
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Assessment Plan

1. Teacher observation for correct use of pedometers
2. Log of steps in Walker Olympics
3. Journal questions

Lesson Sequence

- *Warm-up*
 - Instant activity
 - ♦ Pedometers on and continuous walk for 45 minutes
 - ♦ Record steps and clear pedometers
- *Introduction*
 - Begin appropriate stretch routine as introduction discussion goes on
 - Review facts from current state where school is on walking map
 - Discuss how school has progressed throughout the semester on its Discover America Trail
 - Review Walker Olympics activity—today is part two and a final push to add steps to map
- *Content*
 - Finish Walker Olympic events
 - Record all step counts for each event
- *Closure*
 - Journal questions — you have been walking across the country for an entire semester ...
 - ♦ What have you learned about your country?
 - ♦ What have you learned about walking as a lifetime activity?

Accommodations/Differentiation Ideas and Tips

- Use Walker Olympics activities that are appropriate for your students.
- Student in wheelchairs who have upper-body movement can record miles they wheel themselves.
- Students in wheelchairs can partner with walking student who pushes student—steps are recorded for both students.
- Blind students walk with partner.

Day 1	Day 2	Day 3	Day 4	Day 5
Warm-up: 8 min <ul style="list-style-type: none"> ▪ Walking activity to music ▪ Slow walk 2 laps ▪ Check heart rate ▪ Walk 2 laps at medium pace ▪ Check heart rate ▪ Walk 2 laps at fast pace ▪ Check heart rate 	Warm-up: 5 min <ul style="list-style-type: none"> ▪ Pedometers on and walk 5 minutes ▪ Record number of steps 	Warm-up: 8 min <ul style="list-style-type: none"> ▪ Pedometers on and walk 6 minutes ▪ Record number of steps 	Warm-up: 4 min <ul style="list-style-type: none"> ▪ Walking laps to music ▪ Begin stretch routine while Intro is occurring 	Warm-up: 4 min <ul style="list-style-type: none"> ▪ Walking laps to music ▪ Begin stretch routine while Intro is occurring
Intro: 15 min <ul style="list-style-type: none"> ▪ Walking as lifetime activity referring to increase in heart rate. ▪ Number of steps needed for fitness. ▪ Pedometers—how to open, clear, read, attach 	Intro: 3 min <ul style="list-style-type: none"> ▪ Socialize while walking 	Intro: 8 min <ul style="list-style-type: none"> ▪ Discover America Trail school activity 	Intro: 5 min <ul style="list-style-type: none"> ▪ Discuss students and school walking progress up to this point ▪ Review benefits of walking ▪ Explain Walking Olympics ▪ Give out pedometers 	Intro: 5 min <ul style="list-style-type: none"> ▪ Discuss students and school walking progress up to this point ▪ Review benefits of walking ▪ Review walking Olympics ▪ Give out pedometers
Activity: 20 min <ul style="list-style-type: none"> ▪ Walk measured mile and record individual steps ▪ Stretch legs discussing muscles used in walking 	Activity: 30 min <ul style="list-style-type: none"> ▪ Stretch series ▪ Guess your steps activity 	Activity: <ul style="list-style-type: none"> ▪ Scavenger Hunt ▪ Record total steps 	Activity: 35 min <ul style="list-style-type: none"> ▪ Walking Olympics activity 	Activity: <ul style="list-style-type: none"> ▪ Walking Olympics activity

Day 1	Day 2	Day 3	Day 4	Day 5
Closure: 8 min <ul style="list-style-type: none"> Put pedometers away How do you feel after walking today? Why do you think you should walk every day? How could you get 10,000 steps per day? 	Closure: 12 min <ul style="list-style-type: none"> Finish activity worksheet If you wanted to walk, who could you walk with? Where could you walk at home? How many steps do you think it would be? 	Closure: <ul style="list-style-type: none"> Stretch series How far did you walk today? What do you think would happen to your body if you walked every day? 	Closure: 6 min <ul style="list-style-type: none"> Collect pedometers Ensure all steps have been recorded <p><i>Journal questions:</i> Think about how much walking you have been doing up until now</p> <ul style="list-style-type: none"> How do you feel right now? How might the amount of walking you have done up until today have affected how you feel now? Assign walking map project 	Closure: 5 min <ul style="list-style-type: none"> Collect pedometers Ensure all steps have been recorded <p><i>Journal questions:</i> You have been walking across the country for an entire semester.</p> <ul style="list-style-type: none"> What have you learned about your country? What have you learned about walking as a lifetime activity?

Walk for Fitness Scavenger Hunt Pedometer Activity

The following is an example using an area at the University of Delaware.

- The Physical Education Department offices are set up in the shape of a square. Name one professor who can be found on each side of the square.
- What is written on the doors to the pool?
- How many windows can you look through from the hallway and see the pool?
- Who or what is in the last room in the recreation department wing?
- In the student lounge area, what number can you call if you want to rent out the ice arena?
- What do the signs say on the computing lab doors?
- What are the hours for the employee fitness center on Saturdays?
- What is the number of the office found in the equipment cage?
- What number do you push to get Swedish fish?
- How many stairs are there going down to the HESC offices?
- How many stairs are there going down if you use the back stairwell?
- What is written on the bench that looks down onto the squash court?
- Who designed the statue outside the laundry room?
- What is the room number of the laundry room?
- If you go to rooms 259 and 260, which room gives you a clear view of mirrors simply by standing outside and looking in?
- What is the name of the room directly above rooms 259 and 260?
- What is the prominent word on the poster located at the bottom of the stairwell leading to rooms 259 and 260?

18. If you attempt to exit the building by walking past the stairs that lead to rooms 259 and 260, what shape has been drawn on the top right corner of the exit sign?
19. Who, male or female, can use the bathroom that is located at the far end of the student fitness center?
20. What words can be found on racquetball court #5?
21. What are the Saturday hours for the student fitness center?
22. What is in room 060?
23. What is the office number of the "get up and go" project (found in the HESC offices)?
24. What number "top ten reason for not drinking alcohol" is stuck on Dr. Raposelli's office door?
25. What is the complete name of the person who works behind the window at the main check-in desk?

Scavenger Hunt Answers

1. Orsega-Smith, J. Smith, Robinson, Barlow
Kent, Goodwin, Wingate, Raymond, Abraham, O'Neil, Peterson
Hall, shields, Mattix
Spacht, Schuster, Brown, Bibik, Edwards
2. Do not enter pool area if lifeguard is not present/No shoes on pool deck
3. 9
4. It is a conference room
5. 831-6038
6. Please sign-in upon arrival/No food or Drink/No printing allowed
7. 10-4
8. 144A
9. D7
10. 19
11. 19
12. Nothing
13. E. Battiglia Soutoure, Firenze
14. 157
15. 260
16. Mechanical Room
17. Effort
18. Triangle
19. Either, it is unisex
20. "There can only be one and I am he"
21. 10-8
22. Electrical room
23. 019
24. 10
25. Delphine H. Lewis

Walk for Fitness Indoor Scavenger Hunt

Name: _____

Roll the die. Get your question. Find the answer. Return to gym for next question. First person to correctly finish wins.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.
- 23.
- 24.
- 25.

Resources and Teaching Tips

Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.
- Sweetgall, Robert. (2001) Pedometer Walking. Creative Walking Inc. Clayton, Mo.
- Sweetgall, Robert, Neeves, Robert. (2002) Smart Stepping Student Guide. Creative Walking inc. Clayton Mo.
- NASPE (2005) Physical Best Activity Guide: Elementary Level. Human Kinetics Champaign, IL
- www.creativewalking.com
- www.aahperd.org/naspe
- <http://walking.about.com/cs/measure/a/webwalkingusa.htm>
- www.webwalking.com
- www.discoverytrail.org

Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.
1. When teaching this unit, you may want to see if you can get a volunteer to help on the days you introduce pedometers to cut down time.
 2. I have used the Discovery Trail for my school walking project. Working with your 6th- to 8th-grade teachers, you may find another trail works better such as the Lewis and Clark trail, the Appalachian Trail, or simply walking to Disney Land or Disney World. Use a trail that will excite and involve the entire school.
 3. Provide your classroom teachers with logbooks to keep track of steps. This will help them help you keep track.
 4. Note that this unit has two introductory lessons and then two more that should be spaced throughout the rest of the semester. Lessons 3 and 4 are used at two different places during the rest of the semester to revisit walking with the students and to reinvigorate the school-wide program. These two lessons use Walker Olympics as the base, and all steps are added to school-wide campaign to give a mileage boost to the project.
 5. Work with Social Studies and math teachers to incorporate developmentally appropriate math and social studies/geography skills and information.
 6. Be sure you have introduced the health-related components of fitness to your students prior to this unit. This will simplify making the connections to aerobic fitness and flexibility.

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.
- Student in wheelchairs who have upper-body movement can record miles they wheel themselves.
 - Students in wheelchairs can partner with walking student who pushes student—steps are recorded for both students.
 - Blind students walk with partner.

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, 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.)

Multiple learning strategies are incorporated in this unit.

Technology Integration

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

Students will utilize charts, maps, computers, pedometers, and calculators to solve problems, and chart progress in this unit.

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.

- Mathematics
- Social Studies