


**MYP Unit Planner****Unit Title:** Be Fit - Physical Education/Health 10--New Moves\* **Teacher(s)**  
Anderson, Eric; Lowry,  
Alisa J**Subject and Grade Level**  
Physical Education & Health,  
Grade 10**Time frame and Duration**  
(Week 1, 12 Weeks) **Significant Concept (Enduring Understanding)**

Good habits create productive people.

**Content Knowledge/ Big Ideas**

Students will know:

- what it means to have an active lifestyle.
- ways to be active
- places to be active
- benefits of being active
- benefits of strength training
- the FITT principal
- benefits of choosing a lifetime activity
- different places to be active
- strategies
- the benefits of movement
- the benefits of movement composition
- what is resistance training
- Identify the 10 Components of Fitness (Flexibility, Muscular Strength, Muscular Endurance, Cardiovascular Endurance, Agility, Speed, Body Composition, Muscle Power, Hand Eye/Foot Coordination and Balance)

**Skills**

Students will be able to:

- keep track (log) their fitness activity
- choose activities that fit them
- recognize the challenges to being and staying active
- apply strategies to make being active a habit
- plan future activity
- discuss what has been accomplished to increase physical activity
- use three levels of space (low, med, high) in their dance
- use actions, patterns, and shapes in their dance
- use a variety of formations with their partner or group.

**Approaches to Learning****ATL Skill & Student Learning Outcome****Organization**

- Time management
- Self-management

**Collaboration**

- Working in groups

**Communication****Information Literacy Reflection**

- Self-awareness
- Self-evaluation

**Thinking**

- Planning
- Applying Knowledge and Concepts

**Transfer**

- Making connections

Students use self evaluation and fitness scores to see where they are at in relation to the 10 components of fitness. They then create a personal goal and take ownership of reaching their goals.

**MYP Area of Interaction Focus / DP ToK Links**

Health and Social- Students will understand that positive changes in their lifestyle require individual responsibility.

**Unit Question (Essential Question)**

How can actions affect our lives?

## FROM ASSESSMENT TO TEACHING AND LEARNING ACTIVITIES THROUGH INQUIRY

### Assessment Reflections

- What exemplars will students see so that they understand what is required?
- What will allow students the opportunity to answer the unit question using what they have learned?
- What considerations have you given the nature of the assessment (e.g. given in class, take-home, time allowed for completion)
- At what level of Bloom's Taxonomy does this task ask the student to engage?
- Where in the assessment task(s) are students invited to achieve at all levels of the descriptors?

What MYP task will be most appropriate?

### Assessments

#### **Assessment on Knowledge of Fitness Concepts**

##### **Summative: Other written assessments**

The students will have to respond to 4 key prompts, create a hand-out for other students and lead students in their chosen resistance activities, as well as facilitate a discussion about the benefits of the resistance activities and where they would help with fitness improvement.

#### **Dance Performance**

##### **Summative: Performance**

Students will compose, perform, and evaluate a dance sequence to music with a partner or in a group.

##### **Formative: Performance**

Students will participate in pre and post fitness testing in order to assess their current fitness levels. Fitness tests include the pacer, the push up test, and curl up test.

#### **Knowledge Assessment/ Football**

##### **Summative: Written Test**

This is a written test that will demonstrate a student's understanding of concepts in football but also correlates to other activities.

#### **Speedball Skills Assessment**

##### **Performance**


After learning the rules and strategies in speedball, students will demonstrate their skills in modified games while being video recorded. A rubric will be used to assess the level of skill for each student.


#### **Personal Engagement and Social Skills**


##### **Summative: Reflection**


Students will utilize their rubrics to reflect on their personal engagement and social skills throughout the term and what they need to do to improve those areas in the future.

 [Fusion Dance Assessment \(Crit. B,C & D\)](#)

 [Criterion C/ Speedball](#)

 [Criterion A Football Assessment](#)

 [Criterion D/ Social Skills and Personal Engagement](#)

 [Criterion A Fitness Assessment](#)

### **MN Standards & IB Objectives**

-Minnesota State Standards or National Standards that are being addressed

-Which MYP assessment criteria will be used?

**MYP: Physical Education (For use from Jan./Sept. 2008),  
MYP Year 5, Assessment Criteria**

Criterion A: use of knowledge

- Uses a wide range of physical education terminology accurately and appropriately in most situations.
- Demonstrates a thorough knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity.
- Uses this knowledge wisely and effectively to analyse and solve problems in familiar and unfamiliar situations.

Criterion B: movement composition

- The student selects, adapts and creates a wide range of aesthetic moves that are appropriate to the requirements of the task.
- The sequence shows a sophisticated use of space, time, level, force and flow.
- The composition is coherent, and shows aspects of imagination, creativity and style.

Criterion C: performance

- The student shows a high level of competence in both basic and complex moves, skills and techniques in the performance or playing situation.
- The student applies movement concepts, tactics, strategies and rules in a critical and effective manner.
- The student performs with a high degree of precision, synchronization, energy, style and flair.

Criterion D: social skills and personal engagement

- The student demonstrates attitudes and strategies that deepen and enhance their communication and relationships with others.
- The student consistently shows a high degree of respect and sensitivity to themselves, others and the physical environment.
- The student takes responsibility for their own learning and consistently shows enthusiasm and commitment to physical education.
- The student reflects critically on their own achievements, sets appropriate goals that enhance learning, and takes action towards achieving them.

-Which MYP objectives will be addressed during this unit?

**LEARNING EXPERIENCES AND TEACHING**

- How will I incorporate international mindedness throughout the unit?

**Learning Activities**

W: Let's focus on feeling, healthy, strong and feeling good, rather than the size of our jeans. New Moves is designed to help you find your inner strength while you strengthen your muscles. We will learn ways to keep your body moving throughout the day as a

- How will students learn the knowledge and practice the skills required?
- How will we use formative assessment to give students feedback during the unit?
- What different teaching methodologies will we employ?
- How are we differentiating teaching and learning for all?

means to lead a physically active lifestyle. You do not need to be an athlete to be active. Regular physical activity provides benefits that cannot be earned any other way and they last a lifetime. Being fit will help you feel better, look better, perform better in all areas of your life, and appreciate your body in new ways. By the end of the course you will create a fitness plan that focuses on the specific goals of you or your client. We will conduct pre and post fitness tests to monitor progress towards your goals. You will be asked to complete a reflection that addresses the progress you have made towards your goal throughout the course as well as how this will impact future activity choices.

H: *Teacher brings out a variety of equipment, dance dvd's and demonstrates a couple of things to show them new equipment that they can use. Also has fun music playing in the background. Starts off by asking these questions and then discusses the following:* Do you like to dance? Do you like to hula hoop? Do you like to jump on a trampoline? These are all activities that we will do in New Moves. We will bring in guest instructors to expose you to many different types of activities in hopes that you will find a few that you have fun doing. We want you to have fun being active so you find ways to continue physical activity long after you are in this class.

E: At the start of the activity portion we will do pre testing to establish baseline fitness data. In order to improve fitness levels students will participate in fitness activities three days each week. One day a week we will focus on strength training through fitness circuits, strength bands, kettle bells, bosu balls, physioballs, weighted bars, weighted hula hoops, as well as traditional weights. One day a week we focus on cardiovascular fitness through a variety of games/activities. On the final activity day we focus on cardiovascular fitness and strength while exploring new activities or bringing in guest instructors. At the end of the course we will do post tests to measure progress.

R: At the start of the unit they choose one fitness goal. Throughout the course they will meet with goal alike groups and use journals in order to reflect on their current progress and to modify goals if necessary. In their goal alike groups students will help each other come up with ways to be more successful at accomplishing their goals.

E: Students will be evaluated on their performance of their fitness tests and progress they have made throughout the course. They will also be evaluated on a fitness plan that they create for themselves or someone else. (See assesment attachment above) Students will compose, perform and evaluate an aerobic dance sequence to music with a partner or in a group. A student's final reflection on their fitness goal will also be used as an evaluation tool.

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### **Differentiations**

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Varied tasks

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	<p>Review Activities  Multiple levels of questions  Options for working alone, with a partner, or in a group  Working on additional goals  Charting goals, rather than just discussing them and journaling about them  Leading activity  Creating circuits</p> <hr/> <p><b>Modifications</b></p> <hr/> <p>Modifications will be made according to the student's IEP or 504 Plan will include such things as breaking assignments into smaller parts, extended deadlines, etc.</p> <p>Retesting or Rewriting  Verbalizing to Para  Working with a partner or group</p> <hr/> <p><b>Resources</b></p> <hr/> <p>New Moves Text Book  New Moves Book for Girls  Fitness Videos and DVD's  Guest Instructors  Variety of Fitness Equipment</p>
<b>ONGOING REFLECTIONS AND EVALUATION</b>	
<p>Students and Teachers</p> <ul style="list-style-type: none"> <li>■ What did we find compelling?</li> <li>■ What learner-initiated inquiries arose during the learning?</li> <li>■ From the evidence, what understandings may have been constructed?</li> <li>■ How did we deepen our understanding of AOI?</li> <li>■ What opportunities exist for reflection - both on the unit and on our own learning?</li> <li>■ What, if any, extension activities arose?</li> </ul> <p>Collaboration</p> <ul style="list-style-type: none"> <li>■ How successful was the collaboration</li> </ul>	<p><b>Unit Reflections</b></p> <hr/>

with other teachers  
within my subject  
group and/or form  
other subject  
groups?

- What interdisciplinary, if any, understandings were forged with other units?

#### Assessment

- In what ways did the assessment task allow students to achieve at the highest descriptors?
- How are skills that were taught articulating to the next level?

#### Data Collection

- What data am I collecting?
- For what purpose will the data be used?

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Last Updated: 03/01/2011

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Atlas Version 7.1.1

