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| **Anderson County High School**  **Standards-Based Unit** |

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| **Unit Title:** | Benefits of physical activity |
| **Grade Level/ Content Area:** | High School Physical Education |
| **Dates:** |  |

**KY Core Academic Standards:**

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| |  | | --- | | *PL-HS-2.1.1*  *Students will analyze the principles for motor skills (e.g., accuracy, technique, physics, mechanics) and make applications for improving these skills (locomotor, nonlocomotor, transitional).* | | *PL-HS-2.1.2*  *Students will infer how an analysis of specialized movement patterns (e.g., swinging golf clubs, shooting basketballs) and sequence evaluation (e.g., positioning, performing, following through) can be used to make recommendations for the improvement of skills used in individual, dual, and team sports (e.g., golf, racket sports, softball, volleyball, basketball).* | | **Lifetime Physical Wellness** | | **PL-HS-2.2.1**  **Students will explain how physical, emotional/mental and social benefits result from regular participation in leisure/recreational or competitive physical activities:**   * physical benefits (e.g., disease prevention, weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction, increased metabolism, reduction of body fat, decrease in cholesterol, decrease in heart rate) * social benefits (e.g., opportunity for interaction with others, cooperation, friendship, teamwork, respect for others and tolerance) * mental/emotional benefits (e.g., reduces anxiety/stress, depression, provides better body image, improves self-discipline and self-respect)   DOK 2 | | *PL-HS-2.2.2*  *Students will apply techniques (e.g., practice, peer/teacher evaluation, individualized coaching) to achieve performance consistency in games and sports.* | | **PL-HS-2.2.3**  **Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and apply the FITT Principle (Frequency, Intensity, Type, Time) to create a comprehensive exercise plan.**  DOK 3 |  |  | | --- | | *PL-HS-2.2.4*  *Students will compare offensive and defensive strategies and basic rules of play for a variety of games and sports.* | | *PL-HS-2.2.5*  *Students will analyze the value and role of rules, fair play, cooperation and sportsmanship for spectators/participants during games and sports.* | |  |

**Critical Vocabulary:**

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| Emotional health, mental health, physical health, social health, cardiorespiratory endurance, muscular strength, muscular endurance, body composition, flexibility. |

**Student Friendly Learning Targets:**

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| *I can describe the effects that physical activity has on a person physically, mentally and socially.* |  |
| *I can list the differences/similarities between a person who is physically active and list the pros/cons for physical, social and mental effects.* |  |
| *I can create a speech which describes the importance of physical activity related to a persons physical, mental and social health.* |  |
| *I can create an exercise plan that reflects a persons physical, mental and social health.* |  |

**Summative Assessment:**

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| Student will create an exercise plan using the information they have gathered including social, mental and physical benefits physical activity. |

**Pre-Assessment:**

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| Students will be asked to design an exercise plan that will work for them specifically. |

**Formative Assessments:**

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| Students will demonstrate various exercises that will be included in their plan for physical health. They will describe many positive influences that exercise has on social, mental and physical attributes. |

**Large Group/ Small Group Instructional Activities:**

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| Learning Target(s) | Description of Strategy | Preparation/ Materials Needed | Notes: |
| *I can describe the effects that physical activity has on a person physically, mentally and socially.* | Students will learn the physical, mental and social aspects of physical activity, and what effect it has on their health. | Gymnasium, paper, pencil, not sheet |  |
| *I can list the differences/similarities between a person who is physically active and list the pros/cons for physical, social and mental effects.* | Listing of the effects of physical activity and how it effects various people in the same/different ways. | Gymnasium, paper, pencil, not sheet |  |
| *I can create a speech which describes the importance of physical activity related to a persons physical, mental and social health.* | Teacher gives an example and supports teams while they design the speech. | Gymnasium, paper, pencil, not sheet |  |
| *I can create an exercise plan that reflects a persons physical, mental and social health.* | Teacher gives and example | Gymnasium, paper, pencil, not sheet |  |
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**Plan for students who are not successful on summative assessment:**

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| **AStudents who do not succeed will be given additional time, and attempts. More examples of exercise programs will be given to assist the student in the development of their exercise program.** |

**Additional Resources:**

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**Reflection:**

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**Notes:**