**Understanding By Design Unit Template**

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| **Title of Unit** | Introduction Fitness and Weight Training | **Grade Level** | 9 |
| **Subject** | PE09 | **Time Frame** | 10-12 Lessons  |
| **Developed By** |  |
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| **Stage 1 - Identify Desired Results**  |
| **Broad Areas of Learning**How are the BAL incorporated into this unit? |
| 1. Building Lifelong Learners🡪 students will understand the importance of daily physical activity, and how building personal action plans can aid in developing lifelong fitness. An individual’s overall health and well-being is constantly in-flux, and can change depending on age and many other factors. Giving students the confidence and competence to understand ways they can remain active as they age will allow them to be lifelong learners in the subject domain of physical education. Students will also have the opportunity to investigate how technology can be used as workout tool (e.g. fitness app’s), and how advances in fitness-related technologies can assist students in being life long physically active individuals.2. Building a Sense of Self and Community🡪 Physical activity can be done on an individual basis, or socially with others. Individuals who are active often do so in their own communities. For example, students may choose to go for a run around their neighborhood, or work at a leisure center. Both physical activity examples promote a sense of self within their greater community. Students will also have the opportunity to examine barriers to health and wellness in their own lives, as well as barriers that individuals in other cultures both within their own communities and globally may experience.3. Building Engaged Citizens🡪 throughout this unit, students will experience opportunities to demonstrate positive physical activity behaviors, which in turn will help them enhance their own personal well-being, as well as the well-being of others. Students will understand the importance of being physical activity role models, which will ideally create citizens who are engaged in the well-being of both themselves and others in their community.  |
| **Cross curricular Competencies**How will this unit promote the CCC? |
| 1. Developing Thinking🡪 students will have the opportunity to think contextually about the skillful movements needed to properly execute a variety of exercises, both with and without equipment. Students will be encouraged to reflect on personal knowledge and beliefs surrounding physical activity and fitness, and how it has impacted their lives, and the lives of others in their communities.2. Developing Identity and Interdependence🡪 through the creation and implementation of their own fitness plan, students will be able to demonstrate physical, social, mental and spiritual growth. This personal growth will extend to supporting the growth of others around them.3. Developing Literacy🡪 students will have the opportunity to develop knowledge of their own physical literacy, which will deepen their understanding of all the holistic aspects of self. Students will also develop media and cultural literacy skills through their examination of influences and barriers to physical activity for individuals from a range of religions and cultural backgrounds. Finally, students will develop their knowledge of technological literacy as it relates to physical activity and wellness by using devices that measure physical activity and by examining fitness applications.4. Developing Social Responsibility🡪 a major component of this unit will be examining the role the media plays in the health and wellness industry. Students will have the opportunity to enhance their own social responsibility skills by fostering critical thinking skills, predominantly when examining media portrayals of health and wellness. Students will also have a chance to brainstorm ways to increase inclusion for peoples of various cultural and religious backgrounds in order to increase their overall comfort and desire to participate in physical activity settings.  |
| **Learning Outcomes**What relevant goals will this unit address? *(must come from curriculum; include the designations e.g. IN2.1)* |
| **PE 9.1🡪** Examine and apply the principles of training (i.e., overload, progression, specificity, adaptation, use/disuse) to personal action plans that incorporate daily moderate to vigorous movement activity and focus on the improvement and/or maintenance of self-selected components of health-related fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility).**PE 9.3🡪** Investigate and apply safe and effective strategies for developing the strength of core muscles and joint muscles**PE9.4🡪** Implement personal plans for improvement of a self-selected skill-related component of fitness (power, agility, speed, reaction time, balance, and coordination) as it applies to complex movement skills used in a sport or activity of interest (e.g., power in the legs to increase vertical jump for volleyball spike, agility for avoiding a pin in wrestling, balance used in ballet, coordination used in juggling or cup stacking).**PE 9.10🡪**Analyze the influences of mass media, advertising strategies, and other sources to determine their impact on promoting active living (e.g., commercials, sport and special events coverage, physical activity promotions such as fund-raising walkathons/runs).**PE9.13🡪** Identify and analyze personal perspectives on how to manage the contemporary opportunities and challenges that influence one’s ability to develop as a skillful mover, to live a balanced, active lifestyle, and to develop and maintain safe and respectful relationships.  |
| **Enduring Understandings**What understandings about the big ideas are desired?(what you want students to understand & be able to use several years from now)What misunderstandings are predictable? | **Essential Questions**What provocative questions will foster inquiry into the content?(open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding) |
| *Students will understand that...** *Weight training is a crucial component of overall fitness, and plays a critical role in maintaining healthy bones and muscles.*
* *Being physically active is a critical factor in maintaining positive mental health*
* *It is very important to use proper technique and form when lifting weights to avoid injury*
* *Technology can be used as a tool in the creation and adherence of and to exercise programs.*

*Related misconceptions…**Working out is only important to lose weight**If I work out, I will look like the girls I see on TV and in magazines**Strength training creates big, bulky muscles*  | *Content specific….** *Why is it so important to incorporate moderate to vigorous physical activity into your daily routine?*
* *How can the different dimensions of health-related fitness be applied to increase performance in each activity situation?*
* *Why is developing core strength such a critical part of weight training?*
* *What are some cultural barriers that prevent people from being physically active?*
* *How has how technology impacted fitness trends and individual’s desires and motivations to be physically fit?*

*FNMI, multicultural, cross-curricular…*How some cultures feel about physical activity and health, predominantly among women in their culture? How do cultural norms influence members of various populations to be active, or not to be active? |
| **Knowledge:**What knowledge will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit. | **Skills**What skills will students acquire as a result of this unit? List the skills and/or behaviours that students will be able to exhibit as a result of their work in this unit. These will come from the indicators. |
| *Students will know...** *Physical fitness can be increased and maintained by implementing a personal fitness plan which addresses principles of training (i.e., overload, progression, specificity, adaptation, use/disuse) to a specific health related component of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility) and a skill related component of fitness (power, agility, speed, reaction time, balance, and coordination)*
* *Personal Fitness Plans (PFP’s) can be utilized throughout your life as a tangible tool which will allow you to achieve your goals*
* *The weight training principles, major muscles of the body (with a focus on core muscles) and understand the distinction between health-related components of fitness and skill-related components of fitness*
* *There are a number of reasons why people around the world are inactive. Barriers to physical activity are often multidimensional in nature, and should not be attributed to a lack of care or effort*
 | *Students will be able to…** *Create their own Personal Fitness Plan and continually work to improve upon their plan (both individually, and with their peers)*
* *Demonstrate proper technique when executing a variety of weight room exercises*
* *Differentiate between core and joint exercises*
* *Identify ways to improve on specific health-related fitness components and skill-related fitness components*
* *Debate the influence of media on attitudes toward participation in movement activities for oneself, and members of one’s community*
* *Identify and analyze personal perspectives on how to manage the opportunities and challenges that influence one’s ability to develop as a skillful mover, to live a balanced, active lifestyle, and to develop and maintain safe and respectful relationships*
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| **Stage 2 – Assessment Evidence** |
| **Performance Task** Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (describes the learning activity in “story” form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below)By what criteria will performances of understanding be judged? |
| **GRASPS Elements of the Performance Task**  |
| ***G*** *– Goal**What should students accomplish by completing this task?* | This unit will be evaluated using a three-pronged assessment. Part I of the assessment piece will be administered at the beginning of the unit, and will see students create their own personal fitness plan (PFP). Students will be able to continually submit their plan throughout the unit for feedback, with the submission of their final plan coming at the end of the unit. Students will also be asked to justify the decisions made in their fitness plans, which will assess the degree to which students have met and understood the outcomes. In their PFP, they will be asked to identify their target heart rate zone, and how long they would like to spend in this zone during their workout. Part II of the assessment piece will be administered near the end of the unit, and will allow students to share and compare their PFP’s, as well as complete their peer’s workout and provide technical feedback throughout the workout. This second assessment piece will also include a self-reflection component, where students will be able to reflect on the creation of the PFP’s, as well as analyze why PFP’s are a critical part of maintaining a positive level of physical fitness. Within this reflection, students will examine barrier to their own pursuit of wellness, as well as the barriers associated to being physically active for individuals from various cultural and religious backgrounds. Finally, the unit will conclude with a unit quiz that seeks to evaluate the students’ understanding of components of fitness (health vs. skill related), terminology used in their PFP’s, and their ability to differentiate between core and joint muscles. At the completion of the unit, students will have a PFP they are able to use and build upon during future fitness endeavors. In order to share the student’s learning from this unit, students PFP’s will be organized and kept in the weight room for other students in the school to utilize.  |
| ***R*** *– Role**What role (perspective) will your students be taking?* |
| ***A*** *– Audience**Who is the relevant audience?* |
| ***S*** *– Situation**The context or challenge provided to the student.* |
| ***P*** *– Product, Performance**What product/performance will the student**create?* |
| ***S*** *– Standards & Criteria for Success**Create the rubric for the Performance Task* | Though there is no rubric for these assessment pieces, feedback on student’s PFP’s will be administered throughout the unit.  |
| **Other Evidence**Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? Formative and summative assessments used throughout the unit to arrive at the outcomes. | **Student Self-Assessment**How will students reflect upon or self-assess their learning? |
| At the beginning of the unit, students will hand in a small journal entry in response to a prompt asking about their previous experience with fitness or physical activity. Journaling is a way to engage student’s connectedness to their own learning, and involve student’s agency in setting goals and self-reflecting on specific needs they may have. They will complete three other journal entries throughout the duration of the unit. These will serve as formative assessments. Students will also be assessed on their participation during weight-room time, and their adherence to weight room policies and procedures (e.g. using collars on bars, spotting one another, etc.). Finally, students will complete exit slips throughout the unit to assess their understandings of the core concepts presented in class that day (i.e. health related components of fitness, skill related components of fitness, the FITT principle, etc.). Through journaling, multilingual/EAL students will have the opportunity to reflect upon what physical activity behaviors may be more or less prevalent in their cultures. Additional time to complete exit slip activities will be provided if the students require more time to write down their thoughts.Journaling prompts will also ask students to reflect on their beliefs surrounding how technology has impacted fitness trends and individual’s desires and motivations to be physically fit. | The student’s self-reflection will be evident throughout Part II of the unit assessment that requires students to incorporate and integrate feedback from their peers into their PFP’s. Another self-assessment will be administered half way through the unit. This self-assessment will seek to evaluate how the students perceive their effort and adherence to weight-room policies and procedures. This self-assessment will provide the students with an opportunity to reflect on their participation in the unit so far, and make goals for what they would like to do in the weight-room before the unit is complete. Self-reflection opportunities are a crucial part of assessment, as it provides students the opportunity to evaluate their own achievement and reflect on how and what they have learned so far in this unit. Through the self reflection process, students will be asked to think critically about what style of learning is most appealing for them, and how they have been able to apply their preferred style of learning to work we have completed in this unit. |

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| **Stage 3 – Learning Plan** What teaching and learning experiences will you use to:* achieve the desired results identified in Stage 1?
* equip students to complete the assessment tasks identified in Stage 2?
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| **Where are your students headed? Where have they been? How will you make sure the students know where they are going?** **What experiences do the learners bring to the unit? How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way? What individual needs do you anticipate will need to be addressed?****Learning environment: Where can this learning best occur? How can the physical environment be arranged to enhance learning?**  |
| My grade 9 students will likely have had minimal experience with weight training prior to this unit, as strength training is not part of the elementary physical education curriculum. However, they will likely bring plenty of preconceived notions and misconceptions regarding weight training, especially as young females. I believe my students will be interested in this unit because health and fitness is such a popular subject in society, especially currently on social media sites. The best learning will likely occur directly in the weight room. However, ideally, I would love to bring in some fitness experts to run a few different fitness classes, therefore other areas such as the gymnasium or combative room may become the best place to learn. By the end of this unit, I want my students to understand the value of strength training, and have this value guide them towards life-long physical fitness and overall active living. I would like them to understand the importance of understanding and addressing barriers that prevent people from leading physical active lives both within their community, and globally. Finally, I would like my students to complete this unit with a deeper understanding of the role that technology has played in the development of fitness trends around the world, as well as the impact it has had on individual’s motivation to be physically fit.  |
| **How will you engage students at the beginning of the unit? (motivational set)** |
| I will begin this unit by asking students to brainstorm the various ways they are exposed to health and fitness in their everyday lives. Ideally, this brainstorming session will lead to students realizing that the health and fitness industry is extensive, and very powerful. I would then move on to talking about how social media presents the ideal body type, predominantly for females, and discuss some of the myths surrounding how this body type can be achieved. By debunking these myths, I hope to address some of the misconceptions my students may have about fitness and physical activity. I believe that by incorporating a topic such as social media, which hits very close to home for most of my students, I will be able to pique their interest in the unit, and provide them with several healthy ways to address their body composition and physical fitness.  |
| **What events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?** |
| **#** | **Lesson Title** | **Lesson Activities** | **CCCs** | **Resources** |
| 1 | Introduction to the Body/Physical Activity Behaviors  | 1. Introductory Discussion (7 minutes)* Students will complete the K and W sections of their K-W-L charts that ask what they know about how certain cultures view physical activity and exercise

Questioning Strategy: Hook* “What do you think it would be like to exercise as a Muslim woman at Motion Fitness?”

2. Barriers to Physical Activity: Graphic Organizer (8 minutes)* Individually, students will complete a graphic organizer that explores personal influences to their own physical activity behaviors

2. Diversity of Physical Activity (10 minutes)* Students will reflect upon what physical looks like for people from various cultures around Canada (e.g. Muslim and Indignenous peoples). Students will read one of three articles that outline various barriers to physical activity that individuals who are culturally diverse in Canada may face, and share their findings in small groups of 3, with individuals who have read the other articles.

3. Action Planning for Inclusion (10 minutes)* After learning about barriers people face to being physically fit and active, students will brainstorm ways they can make physical activity venues across the city more inclusive and inviting.
* Students will divide into groups of 6, and will be given a leisure venue around Saskatoon (e.g. Harry Bailey swimming pool, Motion Fitness, Rock climbing wall at the PAC)
* Considering what they have learned about barriers certain populations face to working out, they will create and present an action plan that is focused on inclusion.

3. Journal Reflection #1 (10 mins): * Students will be presented with the following prompts: What have you learned about barriers to physical activity and fitness for people from various cultures in Saskatoon? Why is it important for everyone, regardless of religion or ethnicity, to be physically active?

Questioning Strategy: Essential* “After examining barriers that provide people from various cultural backgrounds to be physically active, what steps would you take as owner of Motion Fitness to make your gym more inclusive?”

4. Closure/Completion of K-W-L Charts (5 minutes)**PGP 4.2🡪 the ability to incorporate First Nations, Metis, and Inuit knowledge, content and perspective into all teaching areas****PGP 4.3🡪 the capacity to engage in program planning to shape ‘lived curriculum’ that brings learner needs, subject matter, and contextual variables together in developmentally appropriate, culturally responsive and meaningful ways** | DT, DI, DSR | Loose-leaf for Journal K-W-L ChartGraphic Organizer 3 Articles  |
| 2 | Introduction to the Weight Room | 1. Group Discussion (10 mins)* Overview of “Introduction to Weight Training” handout, safety procedures, etc.
* Differentiate between what core muscles are vs. what joint muscles are.

Questioning Strategy: Lead* “Out of the following list of muscles on the board, which can be classified as core muscles?”

2. Introduction to the Weight-Room (25 mins)* Moving through the weight-room as a group, demonstrate and explain specific skill cues associated with each exercise. Have students fill out their reference sheet.

3. Weight Room Exploration (15 mins)* Give the students time to try some of the exercises for themselves

4. Distribute PFP (5 mins)* Introduce the PFP assignment to the students. Explain that this will be an ongoing assessment piece with various checks in points throughout the unit.
* Discuss the importance of Personal Fitness Plans and how they can address the barrier of education for individuals who feel they are not able to work out due to a lack of knowledge about physical activity and fitness

**PGP 4.3🡪 the capacity to engage in program planning to shape ‘lived curriculum’ that brings learner needs, subject matter, and contextual variables together in developmentally appropriate, culturally responsive and meaningful ways** | DT | “Intro to the Weight Room” handout “Weight Room Reference sheet” |
| 3 | Principles of Weight Training | 1. Group Warm-up (10 mins)* Have a few students lead a dynamic stretch
* Discuss what constitutes a good warm-up, and how dynamic warm-up’s prepare the body for physical activity

2. Introduction of principles of weight training (20 mins)* In small groups, complete K-W-L charts concerning one of the five principles of weight training: overload, progression, specificity, adaptation, use/disuse
* In a large group, discuss each principle in detail, and have students fill in skeleton notes outlining how the principles apply to the creation of the PFP’s

3. Weight Room Time (30 mins)* Allow the students time to explore the weight room. Have them focus on how the principles of weight training should guide the exercises they put into their PFP

4. Cool Down (5 minutes)* Lead students through a cool-down stretch. Begin by stretching the major muscle groups, then move towards stretching smaller muscles. This first stretch will be teacher lead, but be sure students know they will be leading stretches like these in the future.
 | DT, DL | K-W-L ChartsSkeleton Notes for Principles of Weight TrainingPFP’s |
| 4 | Applying specific principles to weight-training | 1. Group Warm-up (10 mins)* Goal is to log 10 minutes of activity time

2. Health and Skill related components of fitness (20 mins)* Small group activity: give each small group a health or skill related component of fitness to research. They will be given 20 minutes to research their fitness component, and create a poster to showcase their findings. Then they will lead an activity that seeks to improve the given fitness component with the whole group (e.g. Group 1: Balance. Activity: They lead the group through a yoga pose that will improve balance)

3. Weight Room Time (15 mins)* Students will be given the remainder of the class period to explore the weight-room and identify machines or exercises that could be used to improve upon the various components of fitness (e.g. to improve power, you could do box jumps) \*While students are doing this, I will be walking around and formatively assessing their techniques and ensuring they are adhering to proper safety precautions

Questioning Strategy: Guide* “How could you differentiate between health and skill related components of fitness if you were to explain them to your family or friends tonight?”

4. Journal Reflection #2 (15 mins)* What have you enjoyed about this unit so far? What are some goals you would like to set for yourself for the upcoming lessons in this unit? How can physical activity improve the relationships with our friends and families?

**PGP 4.1🡪 knowledge of Saskatchewan curriculum and policy documents and applies this understanding to plan lessons, units of study and year plans using curriculum outcomes as outlined by the Saskatchewan Ministry of Education** | DL, DT, DSR | 10 pieces of Poster PaperMarkers“Components of Fitness in the Weight Room” HandoutLoose-leaf for Journal ReflectionPFP’s |
| 5 | Circuit Training | 1. Introductory Discussion🡪What is circuit training? * Have students brainstorm what they know about circuit training, and provide students a definition of circuit training. Pose questions to students such as “why is circuit training a form of high-intensity interval training? How could you incorporate circuit training into your personal fitness plan?”

Questioning Strategy: Hook* Why is High Intensity Interval Training such a popular fitness trend right now?

2. Target Heart Rate Activity/Heart Rate Monitor Distribution* In small groups, students will work together to fill our a Target Heart Rate activity sheet. After they have completed their calculations, they will put on their heart-rate monitors and prepare for their workout

3. Student Lead Dynamic Warm-up* Students will be familiar with dynamic warm-ups, and should be able to confidently and competently complete this style of warm-up

4. Circuit Completion* Students will complete the workout circuit, and be able to track the amount of time spent in their target heart rate zones based on their own personal data displayed on the iPad screen

5. Cool Down* Due to the high intensity nature of circuit training, it is crucial that students adequately cool down and get closer to their resting heart rate before sitting down to reflect on the workout. Students will be instructed to complete two slow walking laps of the gymnasium, before beginning a student-lead cool down stretch

6. Reflection/Analysis* Working individually, students will complete Worksheet #2: Target Heart Rate Zone Analysis
* The purpose of this activity is to allow students a chance to reflect on the effort they gave in class today, and see if that effort coincided with the amount of time spent in their target heart rate zones (e.g. “I logged 20 minutes in my target heart rate zone, and I was giving my best effort the whole time” OR "I only logged 6 minutes in my target heart rate zone, but I think that is because I took a lot of breaks during the workout”)

**PGP 2.4🡪 ability to use technologies readily, strategically and appropriately****PGP 3.2 🡪 Demonstrates the ability to use a wide variety of responsive instructional strategies (e.g. interactive instruction: partnering) and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings** | DI, DT | Station sheets for Circuit Training  |
| 6 | Weight-room Workout | 1. Group Warm-up and Dynamic stretch (10 mins)2. Core Concept Review (20 minutes)* Discussion about core vs. joint muscles, FITT principle, principles of training, health vs. skill related components of fitness, circuit training, etc. Discussion will utilize a direct instruction method at the beginning, but will then move to interactive instruction, where students will work with others to make sense of what they are hearing
* I will introduce the topics for review, then I will ask the students to break into small groups to create their own “60 second review” to present to their classmates. Each group member will be required to share a portion of his or her group’s discussion.

3. Fitness App Review (30)* Working in groups of three, students will be given a fitness application to review (e.g. S’work It, 7 Minute Workout, Fitness Buddy, Run Keeper, Full Fitness, MyFitnessPal)
* The will complete a workout using the application of their choice on their phones. Following the workout, students will be asked to provide a brief review of the application, outlining things they enjoyed, things that were unique, or things that could be changed in order to make the application better.
* Following the lesson, students should be able to answer the question: “Would you suggest using a fitness app for a person new to working out”?”

Questioning Strategy: Essential* What role as technology played in the development of fitness trends around the world?

**PGP 2.4🡪 ability to use technologies readily, strategically and appropriately** | DL, DT | Student notes to review previous handoutsPFP’s Cell Phones  |
| 7 | Partner-workout Day 1 | 1. Group Warm-up and Dynamic Stretch (10 minutes)Questioning Strategy: Guide* Can you remind me some of the physical and mental reasons why it is so important to complete a dynamic warm-up before exercising?

2. Partner Workout (40 minutes)* Students will begin by completing their partner’s workout. Partners will be expected to provide skill cues and other technique critiques during the workout. Upon completion, students will reflect upon their workout. The partner will identify things they liked about the workout, and things they could improve upon.
* Students will be wearing their heart-rate monitors, and tracking how much time they spend in their target heart rate zones once again

\*During the workouts, I will be available for questions regarding how to execute certain exercises, as well as specific questions about student’s PFP’s**PGP 2.4🡪 ability to use technologies readily, strategically and appropriately****PGP 3.2 🡪 Demonstrates the ability to use a wide variety of responsive instructional strategies (e.g. interactive instruction: partnering) and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings** |  | Assessment Piece Part III |
| 8 | Partner Workout Day 2 | The lesson will be the same as the previous day, with the other partner’s workout to be completedQuestioning Strategy: * What role as technology played in the development of fitness trends around the world?

**PGP 2.4🡪 ability to use technologies readily, strategically and appropriately****PGP 3.2 🡪 Demonstrates the ability to use a wide variety of responsive instructional strategies (e.g. interactive instruction: partnering) and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings** | DL, DT | Assessment Piece Part III |
| 9 | Final Day | 1. Assessment (20 minutes)* Students will begin by completing a Unit Quiz, and hand in their PFP’s and Personal Reflections (Part’s I and II of the assessment piece)

2. Journal Reflection #3 (20 minutes)* Did you achieve your goals that you set during Journal #2? How will you adapt your PFP as you get stronger and need more variation to continue your growth? How will you share your knowledge of weight-training with others in your community?

3. Core Strength Circuit (20 minutes)* The final 20 minutes of class will be used for a core strength circuit. There will be 8 different small groups. Each group will introduce an exercise, and the class will do that exercise for 30 seconds. This circuit will be repeated 4 times.

**PGP 3.1🡪 Demonstrates the ability to utilize meaningful, equitable and holistic approaches to assessment and evaluation** | DI, DT, DL, DSR | Unit Quiz’s (Part I)Loose-leaf for Journal #3 |

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| **Assess and Reflect (Stage 4)** |
| **Considerations** | **Comments** |
| **Required Areas of Study:** **Is there alignment between outcomes, performance assessment and learning experiences?** | I believe there is an alignment between outcomes, performance assessment and learning experiences in this unit. The lesson plans and assessment pieces are created to directly assess the outcomes, and the learning experiences in this unit will reflect various indicators from each of the three outcomes (9.1, 9.3, 9.4, 9.10, 9.13) |
| **Adaptive Dimension:** **Have I made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs and diversities of all my students?** | For struggling students:* For EAL students: be sure to include additional notes accompanied by pictures of weight-room machines and exercises.
* Use a microphone for students with hearing impairments
* Offer additional weight room hours for students to practice their skills in the weight room
* Offer more one on one time (before or after school) to help struggling students complete their PFP

For students who need a challenge:* Increase difficulty of exercises (i.e. increasing the weight or reps)
* Ask students who need a challenge to share their knowledge with students who may be struggling to put together their PFP
* Utilize different technology (i.e. phone app’s) to increase the variation of these student’s workout
* Provide additional reading material concerning new fitness trends (e.g. HIIT Training, Barre training, etc.)
* Challenge students to incorporate elements of fitness from a variety of cultures into their personal fitness plans (e.g. Zumba, Yoga, Tai-Chi, etc.)
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| **Instructional Approaches:** **Do I use a variety of teacher directed and student centered instructional approaches?** | I try to include several instructional approaches in each lesson. For example, the lesson may begin with group instruction (direct) but will branch into small group activities (collaborative). Each lesson typically includes a warm-up, which will be lead by students after the first few classes. As the unit progresses, it becomes more and more student-centered, as students are expected to take control of their learning and implement their PFP’s both individually, and with their peers. My goal when revising my unit to include elements of culturally responsive instruction was to integrate more opportunities for student-centered instruction, as this type of instruction allows students to control learning and provide meaningfulness and relevancy. |
| **Resource Based Learning:** **Do the students have access to various resources on an ongoing basis?** | I will strive to include the information needed for students to be successful in this unit, and understand the various new terms and literacies introduced. I will also strive to provide additional readings that examine new fitness trends, to increase student’s knowledge on what is happening right now in the world of health and fitness. I created a lesson that focuses entirely on examining health and wellness trends for individuals from different cultural or religious backgrounds. The two articles included in that lesson are great resources that provide students with additional information surrounding Aboriginal health in Canada, as well as Muslim women and the barriers they face when participating in physical activity. Students will have access to a number of technological resources throughout the duration of this unit. I will aim to have students wearing their heart-rate monitors for up to four lessons in this unit, as this is a style of technology that allows students a quantitative measurement of their overall effort. I will also give students an opportunity to assess a variety of fitness app’s, and let them create their own workout using the app.  |
| **FNM/I Content and Perspectives/Gender Equity/Multicultural Education:** **Have I nurtured and promoted diversity while honoring each child’s identity?**  | I will strive to create a gymnasium and weight-room environment that is welcoming and accepting of all student diversities. I will incorporate FNMI content through warm-up games, and will touch upon a variety of multicultural fitness perspectives throughout my set-inductions. I will also strive to continually reflect on the question “why are people physically inactive” and address this question for a number of specific ethnic and racial groups within our community and country.  |

From: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8 (pbk)