



Course Title	Unified Lifetime Sports	Unit Title	Unit 3 Fitness
Grade Level	High School	Pacing	15 90 Minute Sessions
Stage 1: Identify Desired Results			
By the end of this unit, what should students know, understand, and be able to do?			
Content Standards			
Rigor Track		Standard Track	
Evaluate data that lead to improved performance in a variety of physical activity experiences.		Apply fundamental motor skills and complex skills needed to participate successfully in at least three lifetime activities.	
Implement leadership skills to promote responsibility in self and others.		Implement leadership skills to promote responsibility in self and others.	
Understandings Students will understand that...		Essential Questions	
Using data to make decisions is essential to planning.		What data are you collecting to improve your fitness scores?	
Leadership comes in many forms. Respecting personality types and communication styles has a positive impact on group success.		What data are you collecting to improve the proficiency of your peers?	
		How does data collection inform your training/practice decisions?	
Knowledge Students will know...		Skills Students will be able to...	

SMART Goal Setting Data Cardiovascular FITT Principle FITT Health Triangle Target Heart Rate	Use personal and partner data to track improvement in skill. Use personal and partner data to determine what changes should/should not be made to practice plans.
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Stage 2: Assessment Evidence

What collection of assessments will PROVE that students have learned everything described in Stage 1?

Performance Task or Project-Based Learning

Rigor Track - Collaborative Planning Document (Bocce Practice Plan, Game Schedule, Skill Progress Tracker Rubric & Score Sheet)

Standard Track - Fitness Skill Progress Tracker Rubric

Other Evidence (Formal, Informal, Formative, Summative, Diagnostic, etc.)

Individual data from each fitness component
 Baseline data recorded
 Fitness records from phone app

*** This Unit will provide a pre-assessment of current fitness level. The Unit should be re-visited briefly to record post-assessment levels at the end of the semester.

Stage 3: Learning Plan, Experiences, and Instruction

What collection of experiences and instruction will help students learn the essentials that are outlined in Stage 1 and master the assessments described in Stage 2?

Be sure to identify **the shifts** and the **WHERE TO** elements.

Page references are from the Special Olympics Physical Education Resources publication. [CLICK HERE](#) to access the publication.
[Unified Best Practices For Fitness Assessment](#)

Reference pp. 89-107 Special Olympics Physical Education Resources

Cardio Day/Alternate Circuit
 Workout videos
 Fitness assessments
 Typical Workouts (attachments)
 Measuring heart rate
 Measuring Fitness

Adapted Physical Education Fitness Assessment Resources:
[P.E. Central](#)
[Skill and Fitness Assessment for Children with Disabilities](#)

Personal Assessments/Personal Fitness Plans
Integrate Technology; fitbit, health ap
Nutrition

[Commonly Used APE Assessment/Evaluation Tools](#)

It is strongly recommended Instructors purchase:

[Brockport Fitness Test Manual](#)

*****It is strongly recommended that instructor review the Brockport Fitness Test Manual before implementing this unit.

Planning Calendar

Day 1	Day 2	Day 3	Day 4	Day 5
<p>HOW DO WE IMPROVE OUR SKILL?</p> <p>Unit Introduction & Fitness Overview</p> <p>Brockport Physical Fitness Assessments</p> <p>Fitnessgram (Adapted)</p> <p>Assessment Practice</p> <p>Pre-Test Fitness Assessment Examples</p> <p>Use of Technology (phone ap, fitbit, watches)</p>	<p>HOW DO WE IMPROVE OUR SKILL?</p> <p>Fitness Assessment & Data Collection</p> <p>Fitness Component Skill Practice:</p> <p>Set up a Circuit with the components of fitness to be assessed.</p> <p>Practice each station</p> <p>Brockport Fitness Zones</p>	<p>HOW DO WE IMPROVE OUR SKILL?</p> <p>Fitness Assessment & Data Collection</p> <p>Fitness Component Skill Practice:</p> <p>Set up a Circuit with the components of fitness to be assessed. Practice each station</p> <p>Adapted Physical Education Fitness Test</p>	<p>HOW DO WE IMPROVE OUR SKILL?</p> <p>Fitness Assessment & Data Collection</p> <p>Fitness Component Skill Practice:</p> <p>Set up a Circuit with the components of fitness to be assessed. Practice each station</p>	<p>HOW DOES DATA HELP CREATE AN INCLUSIVE ENVIRONMENT</p> <p>Planning & Reflection - Baseline Fitness Assessment Results and Goal Setting (Welnet)</p> <p>Rigor Track - Personal Fitness Assessment: Fitness Assessment</p> <p>Collaborative Planning Document - Using this week's data to plan next week's fitness activities (Journal Entry)</p> <p>Standard Track - Skill Cue Assessment - Essential Elements of Fitness. Responsibility and Reflection Poster</p> <p>****Personal Fitness Example; utilize this document to enable the Standard Track to assess the rigor Track.</p>
Day 6	Day 7	Day 8	Day 9	Day 10

Fitness Activities Day 6 Relay with Fitness Components Integrated	Fitness Activities Day 7 Walk Through of Assessment	Fitness Activities Day 8 Fitness Assessment Pre-Test Assessments	Fitness Activities Day 9 Fitness Assessment Pre-Test Assessments	WHAT DOES IT MEAN TO BE INCLUSIVE? Planning & Reflection - Skill Growth - Fitness Rigor Track - Personal Fitness Assessment: Fitness Assessment Collaborative Planning Document (Journal Entry) Standard Track - Skill Cue Assessment - Essential Elements of Fitness. Responsibility and Reflection Poster
Day 11	Day 12	Day 13	Day 14	Day 15
Fitness Activities Day 11 Pre-Test Assessments	Fitness Activities Day 12 Pre-Test Assessments	Fitness Activities Day 13 Use Fitness results to design a personalized fitness program.	Tournament 2 Day 14 Fitness Assessment Celebrations & Recognitions	WHAT DOES IT MEAN TO BE INCLUSIVE? Planning & Reflection - Baseline Skill Assessment - Racket Sports Rigor Track - Personal Fitness Assessment: Fitness Assessment Collaborative Planning Document (Journal Link) Standard Track - Skill Cue Assessment - Essential Elements of Fitness. Responsibility and Reflection Poster

Adapted from Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)