Unit of Instruction Organizer  
AY 2015-2016

<table>
<thead>
<tr>
<th>Teacher: Matt Muscles</th>
<th>Years of Experience: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>School: NEE High School</td>
<td>Subject Area: Physical Education</td>
</tr>
<tr>
<td>Unit of Study: Fitness</td>
<td></td>
</tr>
</tbody>
</table>

**UOI Element 1** – List the Board of Education-approved content standard(s) addressed in this Unit of Instruction. Align the unit objectives with the standard(s) and curriculum.

<table>
<thead>
<tr>
<th>Prioritized or Power Standard</th>
<th>Unit Objectives – Write out the specific unit objectives that address the Board of Education-approved standard(s) and curriculum.</th>
</tr>
</thead>
</table>
| HM1E – Identify and analyze the critical elements of selected advanced skills (e.g., strength training, games) | **Power Objectives:**  
1. Students will demonstrate understanding and improvement in all five areas of health-related fitness: cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.  
2. Students will be able to identify and demonstrate knowledge of healthy food options.  
3. Students will implement health and fitness knowledge through the completion the cross-country fitness course. |
| HM3A – Identify the relationship between warm-up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries | **Other:** |
| PA1A – Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness |

**UOI Element 2** – Provide essential and guiding questions that fully capture the unit objectives (i.e., questions that focus student attention on meaningful activities leading to desired learning).

**UOI Element 3** – Indicate whether essential and guiding questions require higher-level thinking according to Depth of Knowledge (DOK) level.

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
<th>DOK Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is physical fitness important?</td>
<td>4</td>
</tr>
</tbody>
</table>

**Guiding Questions:** (See note at end of the Unit of Instruction Organizer.)

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>DOK Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How has the idea of fitness changed over time?</td>
<td>3</td>
</tr>
<tr>
<td>How does lifestyle influence your health?</td>
<td>3</td>
</tr>
<tr>
<td>How does physical activity benefit lifetime wellness?</td>
<td>4</td>
</tr>
<tr>
<td>What constitutes efficient movement?</td>
<td>3</td>
</tr>
</tbody>
</table>
### UOI Element 4 – Indicate how the instructional elements link directly to the unit objectives.

<table>
<thead>
<tr>
<th>What will students be asked to do (e.g., learner activities, assignments, and assessments)?</th>
<th>Which unit objective does this support?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will perform and record data from daily activities based on the five areas of health-related fitness: cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.</td>
<td>1</td>
</tr>
<tr>
<td>After learning about the food pyramid, students will assess the nutrition values of different food types, including a written dialogue of why they chose the healthiest option for each station.</td>
<td>2</td>
</tr>
<tr>
<td>Students will work as a team to effectively map out and conquer the cross-country course.</td>
<td>3</td>
</tr>
</tbody>
</table>

**NOTE:** Place documentation in Appendices A, B, and C.

### UOI Element 5 – Describe the process of formative assessment to inform instruction and summative assessment to evaluate student learning.

**What formative assessment(s) will you use?**

- Mile Run: Pre-Mid-Post (Chart Growth)
- Quarter test for sit-ups, push-ups, and sit-and-reach (Chart Growth)
- QR Code assignment
- Exit slip for cross-country fitness to adapt a strategy for a more efficient mapping of the course

**Describe how results of formative assessment(s) inform changes in instruction to meet student needs.**

- Analyze data to adjust difficulty level so the students do not plateau and progression constantly occurs.
- Data will provide support for the fitness program throughout the semester.
- QR code data will give support for their decisions and feedback if we need to discuss more on healthier food options.
- Exit slips will provide evidence that students are thinking about their decisions and analyzing their choices.

**What summative assessment(s) will you use?**

- Our posttest over the mile, push-ups, sit-ups, and sit-and-reach will assess the areas of health-related fitness of cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility.
- Written summative assessment exam after the completion of the unit.

**Describe the summative assessment(s) to evaluate student learning. (How will you know the students met the learning objectives? Why are you giving that particular assessment? What will it tell you?)**

- The data will be analyzed to evaluate or change our lessons for future semesters. We will be able to identify areas of needs or concerns based upon the data and adapt our lesson accordingly.

**NOTE:** Place documentation in Appendix D.
**UOI Element 5b – Student Learning Outcomes (SLO)**

*NOTE: If your district is opting to use the NEE UOI as the measure of student learning, you must complete this section. While this section is not scored with the NEE rubric, it is provided for your use in documenting the measurement of student learning. The measurement of SLO is a locally-defined procedure or administrative procedure.*

What instructionally sensitive assessment(s) will you use to show student growth? This may include assessment(s) listed above and/or other assessments. (Ideally assessment(s) should be valid, reliable, well-constructed, and be accurately scored. Assessment(s) should be selected that target important learning objectives, measure some higher DOK levels, and emphasize processes and complex knowledge. They should be an adequate tool for making inferences about your ability to promote student learning.)  *NOTE: The ESEA Waiver indicates that state assessment be used as part of the SLOs where available and appropriate.*

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>Fitness Test (Mile, Push-ups, Sit-ups, Strength, etc.)</td>
</tr>
<tr>
<td>Objective 2</td>
<td>Written Summative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment(s)</th>
<th>Assessment Type*</th>
<th>Number of Students</th>
<th>Number Meeting Target</th>
<th>Percentage Meeting Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness Test</td>
<td>S</td>
<td>16</td>
<td>16</td>
<td>100%</td>
</tr>
<tr>
<td>Written Summative Test</td>
<td>T</td>
<td>16</td>
<td>13</td>
<td>81%</td>
</tr>
</tbody>
</table>

*Assessment Type:  T=Teacher Developed Assessment, C=Common Assessment, S=Standardized Assessment*

The Missouri Department of Elementary and Secondary Education (DESE) defines effectiveness based on percentage of targets met in the post-assessment. Identify which of the following categories best describes your accomplishment in this unit for Student Learning Outcome (check one):

- X 91-100% of targets met
- 81-90% of targets met
- 71-80% of targets met
- 61-70% of targets met
- Less than 60% of targets met

Comments (This might include comments or additional data, if applicable):

I am pleased with the improvement of physical growth for the individual students. They worked hard.

**Date Evaluator Reviewed UOI Element 5b**

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**UOI Element 6 – Identify effective research-based instructional strategies used in the unit.**

*Explain why you are using specific instructional strategies. Provide a description of key instructional strategies you will use and which lessons you will use them in. (You do not need to discuss all the instructional strategies.) Provide evidence of their effectiveness. (Cited evidence should be from credible sources, such as publications or presentations that have been reviewed by peers. Other examples include credible textbooks, trade books, journals, the What Works Clearinghouse review, and publications and papers produced by nationally-recognized research or higher-education institutions. Include dates.)*

- Marzano, *Classroom Instruction That Works* – Cooperative Learning, reinforcing effort and providing recognition, generating and testing hypotheses
- Direct Instruction - [http://files.eric.ed.gov/fulltext/EJ874476.pdf](http://files.eric.ed.gov/fulltext/EJ874476.pdf) – Each class begins with a review of the previous information learned. Any new information or skills taught will be modeled and students will have opportunities for guided practice.
### UOI Element 7 – Describe the instructional strategies used to differentiate instruction for diverse learners present in the classroom. Mark diverse learner categories that do not apply as “N/A” (Not Applicable).

<table>
<thead>
<tr>
<th>Enrichment for accelerated learners:</th>
<th>Remediation for struggling learners (Tier 2/Tier 3):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities will be increased based on the needs of the class. If the students need a tougher workout, they can increase their repetitions or sets of the activities. This will help that student that needs the extra push.</td>
<td>Activities will be modified based on the individual needs of the student (e.g., push-ups to modified push-ups or squat jumps to squats).</td>
</tr>
</tbody>
</table>

**ELL:**

Demonstrating the workout for an ELL student has never been an issue in our physical education classes since they are mostly performance based. If they are struggling, they can be placed with a higher achieving student to help assist them through the group activity as each lesson is formed to be.

**Other:**

### UOI Element 8 – Describe how you lead students to self-reflect about their personal goals regarding the unit objectives.

**Provide description with evidence.**

Students will be given their goals of their presidential physical fitness tests after the pretests at the beginning of the semester. Students will chart their progress through the course of the semester for each of their tests. Then, students will reflect on how they either showed progress or did not show progress throughout the semester by writing a short paragraph that they will turn in at the end of each testing period. They will need to document which activities we performed in class and how it led to their improvement.

**NOTE:** Place documentation in Appendix C.

### UOI Element 9 – Describe supporting resources used to facilitate the learning process.

**Provide a description of supporting resources, including technology, used to facilitate the learning process. Include samples, such as comparative student work samples/anchor papers, schedules/pacing guides, task outlines, scoring guides/rubrics, assessments, or other appropriate resources for instruction and learning.**

- D. Kent King, Missouri Physical Fitness Assessment Manual
- Cross country hand out cards
- Fitness Growth Data Sheets
- QR code rubric
- Aces Wild handout
- Missouri Assessment Manual
- Scope and sequence

**NOTE:** Place documentation in Appendix E.
**UOI Element 10 – Describe how the UOI will improve family and community involvement in the learning process.**

Describe how this UOI will help you improve family and community involvement in the learning process.

I have asked the local health clinic if the students can participate in the local Health and Fitness Fair. Students will be partnered with a health professional and help them at their booth and/or event during the fair. Students will answer questions from visitors regarding nutrition, fitness, and health. Students will write a reflection of their experience at the fair.

**NOTE:** Family involvement can occur at school or at home, such as supervising homework, volunteering at school, or attending learning activities. Families should be invited to be collaborators in their child’s learning, but not be forced to do so. Involvement should be structured for success regardless of family resources. Research suggests this may be especially important for low-SES and ethnic minority students, and caution is warranted regarding success because some parents lack skills, or might “help” in ways that cause confusion and/or tension. Community involvement can take many forms, such as guest speakers with content expertise, field trips to community sites relevant to the content, etc.

**UOI Element 11 – Self-reflection about the UOI**

How would you teach this unit differently as a result of submitting this UOI?

**NOTE:** The purpose of this section is to help you improve the unit for your students. It is not scored. You may want to engage in dialogue with your principal, instructional coach, or team members as you reflect on the unit.
Attach the following appendices A through F.

**Appendix A: Lesson Sequence** – This section should contain an overview or outline of unit lessons (scope and sequence).

**Appendix B: Sample Lesson Plans** – This section should contain samples of at least three class periods of lesson plans, including lesson objectives, student activities, and differentiated instructional strategies.

**Appendix C: Sample Formative and Summative Assessments**

**Appendix D: Sample Student Work** – This section should contain a range of student work, including samples from an accelerated student and a struggling student.

**Appendix E: Resources and Materials**

REFERENCE NOTE FOR UOI Element 2 and UOI Element 3:

**Essential question(s)** target the unit objective(s) and frame the UOI learning goal. These questions promote higher-level thinking and deep, enduring understanding. These cannot be answered in one sentence, and set the stage for further questions. These are open-ended, arguable, complex, meaningful to students’ real lives, and relate to problems in the classroom. These form the basis of inquiry-based learning. These serve as an umbrella for other guiding questions and are complex enough to be broken down into smaller, guiding questions. *The following are examples of essential questions:*

- What is identity?
- What is revolution?
- What is healthful eating?
- How should this be modeled?
- How are the four basic math operations related to each other?
- How do writers draw in readers?
- How do animals change? (Early Childhood Education)
- What are numbers? (Early Childhood Education)

**Guiding question(s)** are more detailed questions that support the essential question. These questions assist the learner in answering the essential question(s) and cannot be answered in one sentence. These questions promote quality discussions and may lead to new questions. *The following are examples of guiding questions:*

- Who caused this?
- Who is involved?
- Why did this happen?