

Designer Topic Title: Teaching Critical Thinking Strategies in the Classroom through Aesthetic Experiences

Name of teacher/designer: Theresa Gravidahl

Grade level and/or discipline: 6th grade physical education

Date of completion: May 19, 20

Designer Topic Focus: Through this topic students will be exposed to many visual processes and activities in learning vocabulary and the concept of health-related physical fitness before the completion of the end-of-the-year Common Summative Assessment.

Designer Topic Objectives:

The student will

1. Learn the technical definitions of physical fitness and its five components
2. Play a role in brainstorming new language for confusing terminology in the technical definitions
3. Visualize the “Physical Fitness Star”
4. Watch a video of students putting the five health-related components into action with activity examples
5. Internalize the vocabulary terms drawing pictures and putting the terms in their own language
6. Demonstrates their understanding of physical fitness with an opportunity to produce their own video titled “What Fitness Looks Like”
7. View samples of proficient – advanced vocabulary sheets and videos
8. Score proficient on the Common Summative Assessment

Curricular areas included in this project: physical education, visual arts, and Language Arts

Resources used:

<http://www.artsconnected.org/pub/TheresaGravidahl44645.cfm> for the museum link in distinguishing the difference in the five health-related components

Bronson, Mary H., Ph.D., (2005). *Teen Health*. Glencoe/McGraw-Hill.

Procedures:

- Day 1: Present the definitions for physical fitness and the five health-related components
- Day 1: Brainstorm with the students uncommon language such as “undue fatigue” and create common language
- Day 1: Present each student with a visual of the “Physical Fitness Star”
- Day 1: Complete “Seeing Words Helps You Understand and Remember Them” worksheet in class

- Day 1: Show the video of students putting physical fitness and the components into action (a sample of the “What Physical Fitness Looks Like”)
- Day 1: Present the works from my art museum to help identify and clarify the five different health-related components
- Day 1: Give students the opportunity to earn an advanced grade by producing a similar video titled “What Fitness Looks Like”
- Day 2: Students will have the opportunity to collaborate on their video production
- Day 3: View samples of proficient – advanced vocabulary sheets and videos
- Day 4: Complete the Common Summative Assessment

Assessment Rubrics:

CATEGORY	Advanced	Proficient	Partially Proficient	Novice
Correct responses on the Common Summative Assessment	The student scores 15 out of 15 correct	The student scores 12-14 correct	The student scores 9-11 correct	The student scores 8 or less correct

CATEGORY	Advanced	Proficient	Partially Proficient	Novice
Responsibility & completion of tasks	Student shows responsibility by completing all personal tasks and by taking a leadership role in assisting others	Student shows responsibility by completing all personal tasks	Student shows some responsibility by completing parts of the personal tasks	Student does not complete the personal tasks

SHOWCASE Students have physical education every other day. Students will complete Day 1 activities during one class period of on May 6 or May 7. Teacher will assess each student’s worksheet completed and post some of the better works. Meanwhile, students will have an opportunity to work on a video to be completed by May 12 or May 13. Students will view worthy videos in review for their Common Summative Assessment which will be taken on May 19 and 20. Students will be assessed for the fourth quarter using the two rubrics above.