Name: Zack Hess

Grade Level: 9th Grade PE

Unit Title or Topic: High School PE Class Structure & Expectations/Setting SMART Goals for Fitness

Context:
School: My school setting currently is in a downtown Los Angeles building that is not set up for a school setting. The main school is a small, charter high school located in a neighborhood area of Lincoln Heights, Los Angeles but is currently being renovated with a completion date of January 1, 2020.

Students: Tell me something about your students.

- Students at my school are 92% Hispanic, 3% Black, 3% Two or more races, and 2% Asian. 94% of students are from low-income families. 56% of students are female and 46% are male.
- Students come in as 9th graders with huge gaps in reading and writing and lack the skills from the beginning to keep up with the workload that is necessary to stay on track. A majority of them also come to 9th grade from middle schools that did not require them to take PE as a class or that did not put much emphasis on it.

Learning Environment: At my school, we have a pretty long list of school rules and classroom rules and very high expectations for students. Student can earn demerits for things like cursing, chewing gum, having their shirt untucked, being late to school/class, and being off task, to name a few. While the purpose of this is to make sure that 100% of students are learning and on task 100% of the time, it can also create issues that affect the learning. If a student who gets distracted easily or who does not like earning demerits gets a demerit for being late or cursing, this could derail them from the lesson, and it could take days to repair the relationship. This is why building rapport with my students from day one is so important and it’s all I do for the first week and longer if need be. Students are also working bell to bell at my school for 70 minutes a period, five periods a day with a 30-minute lunch. Needless to say, students are exhausted most days and have a lot of stress and anxiety about their grades. I think that by building relationships from the beginning, making sure expectations are clear from day one, and seeing the positive behaviors of students are all ways that can make the above much easier for the students and the teacher.

Theory:
Briefly describe what theory is applied in your unit or lessons (at least 3 sentences)?
- Constructivist theories are present in my unit on goal setting in fitness. Teachers and students will share knowledge throughout the unit and the teacher will act as a facilitator. Students will learn the knowledge in the lesson interactively, building on what they have already learned and performed.
Unit Introduction: This is a unit on the introduction to high school PE and learning the basics of what the daily class will consist of as well as what some of the expectations and structures are. Students will learn the daily routines that will occur each time they come to class and will start to learn how to set goals as they relate to fitness and PE. This unit will take two weeks and will consist of four 70-minute lessons, as students only have PE every other day (four days every two weeks). The purpose of the lesson is to give students an understanding of what high school PE looks like, what is expected of them every time they come to class, and how to begin the goal-setting process as it relates to fitness. Students will develop an understanding of how to properly warm up and stretch before working out and how to set a goal in a PE class setting.
Lesson #1

GRADE
9th/10th Grade

SUBJECT
Physical Education

CENTRAL FOCUS
Students will be introduced to the basic expectations of 9th grade PE as well as learn the proper way to warm up and stretch before working out. This is meant to be a very introductory lesson, as this is the first class of PE for 9th graders and many have not had PE in at least a year, and they will need to start slowly.

OBJECTIVE.
What will your students be able to do?

1. Students will be able to understand HOW and WHY you do certain activities in a certain order before you work out and WHAT order to do it with practice.
2. Students will also be able to understand HOW to warm up and stretch in order to prepare their bodies for rigorous exercise.

ASSESSMENT
Students will be successful if they:

1. Can verbalize with their peers the importance of warming up and stretching and why they need to warm up first
   - I will have a roster for each class with all students’ names on the roster. Throughout the unit, I will call on students to tell me why warming up and stretching are important. I will also be walking around, listening as I ask students to talk to the person next to them about warming up and stretching their importance to exercise.

2. Can demonstrate the proper way to warm up and stretch before participating in exercise.
   - The warm-up and stretch are something that I grade every so often. I usually do not tell students when I will be grading it so that they are always on point. For the warm-up, they are either doing it or they aren’t. For stretching, they need to be performing the movements correctly and I will make notes for each individual student on my rosters.

COMMON CORE
How will you address Common Core standards?

I will use the Physical Education Model Content Standards for California Public Schools.

High School Course 1 - Standard 2.5: Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.

High School Course 1 - Standard 3.1: Accept personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment for physical activity.
DIFFERENTIATION
How will you differentiate your instruction to reach the diversity of learners in your classroom?

1. ELL Students - I will provide extra time and simplified written instructions.
2. Special Needs Students - I will offer them read alouds for the written assignments and/or audio recordings of the questions that need to be answered. If needed, students will be allowed to record their answers verbally and then share with me.
3. At-Risk Students - Case by case, by they will get preferential seating, recordings of the assignments, and more one-on-one support from the teacher while other students are working.
4. Gifted Students - For these students, I will ask that they offer support to students who need it and these students will also be demonstrators for the class when we warm up and stretch.

Instructional Strategies

*Before starting the lesson, make sure you have five or six cones set out on opposite sides of the fitness area so that students can line up in warm-up lines specified by the teacher on day one.

(15 minutes)
For the first 15 minutes of class, the teacher will go over the class syllabus, hitting on the important parts and making sure to answer questions as they come from students. The syllabus should not be a huge focus of the first few classes, as it can be boring and repetitive. I usually take a few days to go over the syllabus, taking a few sections per lesson to explain. This way students don’t feel overwhelmed from the first week. For this lesson, I will have students go through a syllabus scavenger hunt which allows them to find and look over important parts for day one but aside from that, I will not go into much more detail until another lesson.

(3 Minutes)
Share with students that today they will be learning about warming up, stretching, why we do one before the other, and how these components of a PE class can prepare them for rigorous exercise. This will be the first time many of them have had PE since elementary school and this first lesson is important so that they understand what is expected of them in this class.

(5-6 Minutes)
Students should all start by logging into their Canvas PE course online and clicking the link for The Benefits of a Warmup and Cool Down video. The video is short but gives a good overview of why the warm-up and cool down are important. As students are watching, they should be writing down benefits of warming up and cooling down. When they finish the first video, they should
start the second video, **Benefits of Stretching.** They will take similar notes on this short video and be prepared to talk about both videos when they’re done.

(10 Minutes)  
Once students finish watching the videos and have written down a few notes, they will be getting together with a partner to share what they wrote down and some initial thoughts on warming up and stretching. Students will turn to the person next to them and begin sharing what they thought of the videos, compare notes, and be ready to share aloud with the class if called upon.

(5 Minutes)  
Students will come back together when the teacher calls for attention and the teacher will ask for volunteers to say aloud some of the benefits of warming up and stretching. If there are no volunteers, the teacher will cold call on students. As the students are giving their answers, the teacher should be writing down the information on the front board for all to see. The purpose of this activity is to get students in the habit of warming up first to get the body warm and the blood flowing, followed by a good stretch, and finally the workout and cool down (if time).

(10-15 minutes)  
At the instruction to do so by the teacher, students will move outside quietly and line up in the warm-up lines given to them at the start of class. There are five lines set up and there should be 5-6 students per line. Five warm-up movements will be taught and demonstrated in front of the class by either the teacher or a student who is more advanced. Teacher will name and explain each movement out loud one at a time, demonstrate it a few times slowly and then full speed, and then have students’ practice. After each movement, the teacher should stop and go over what they saw (good and bad) before moving to the next movement. If the majority of the class does not perform the movement correctly, the whole class should do it again until almost everyone gets it right.

At the end of the warm-up, the teacher should ask students if they feel warmer, more loose, are sweating slightly, and if their heart rate is up compared to when they started. These are all signs that the body is warmed up and is ready for the next stage of activity - stretching.

(10 minutes)  
The next part of the class is the stretching portion. It should never be done until the body is warm and/or a small sweat has started. Failure to do so can result in injury and improper preparedness for exercise. Students should be spread out in a circle so that the teacher can see all of them. For each stretch, the teacher will call out the name, which muscles it stretches, and then
demonstrate. Students should get in the habit of holding each stretch for 20-30 seconds in order for the stretch to benefit them. When the teacher can see that all students are stretching and have done it correctly, they can move onto the next stretch. Stretches should be done for legs, arms, core, and head/neck.
Lesson #2

GRADE | 9th/10th Grade
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SUBJECT | Physical Education

CENTRAL FOCUS | In this lesson, students will take what they learned from the last lesson on class expectations, warming up, and stretching and apply it to an actual physical lesson and workout.

OBJECTIVE.
What will your students be able to do?

1. Students will be able to take what they learned from the last lesson and apply and expand on that knowledge to see how a warm-up and stretch can positively affect their workout.
2. Students will be able to successfully work with a partner to complete a workout.

ASSESSMENT
Students will be successful if they:

1. Can take what they’ve learned from the last lesson, show that they can perform the warm-up movements and stretches, and apply that learning on their own.
2. Can work with a partner to understand how to complete a workout using the workout document provided by the teacher.

COMMON CORE
How will you address Common Core standards?

I will use the Physical Education Model Content Standards for California Public Schools.

High School Course 1 - Standard 3.9: Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.

High School Course 2 - Standard 2.2: Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.

High School Course 3b - Standard 3.10: Analyze the role that cooperation and leadership play in aerobic activities.

DIFFERENTIATION
How will you differentiate your instruction to reach the diversity of learners in your classroom?

5. ELL Students - I will provide extra time and simplified written instructions.
6. Special Needs Students - I will offer them read alouds for the written assignments and/or audio recordings of the questions that need to be answered. If needed, students will be allowed to record their answers verbally and then share with me.
7. At-Risk Students - Case by case, by they will get preferential seating, recordings of the assignments, and more one-on-one support from the teacher while other students are working.

8. Gifted Students - For these students, I will ask that they offer support to students who need it and these students will also lead the warm-up and stretches eventually once the class is established.

### Instructional Strategies

*Before the class starts, the teachers should have the workout printed out on paper for the partner workout at the end of class. They should also put cones out for the warm-up lines, so students know where to stand and warm up.*

(10 minutes)
Students have already learned about warming up, stretching, and cooling down. The first part of this lesson will be a review from the last lesson. The teacher will write up **Benefits of the Warm-Up** and **Benefits of Stretching** on the front board and be ready to write student answers for the class to see. If students took notes, they can take them out and look for the answers. This is not meant to be a quiz yet (that will come in a later lesson), so the important part is making sure students know WHY they are doing what they are doing.

Once 3-5 benefits of each are on the front board, the teacher should give the instruction for students to walk outside quietly.

(15 minutes)
Students will walk at Level 0 (silent) from the classroom to the outdoor PE space and will get into their warm-up lines outside. These are lines that I have pre-made for students and they will know on day one what their line is. As soon as lines are formed, the teacher will ask one student from each line to come out in front where all students can see and demonstrate one of the five warm-ups movements, they learned last class. If a student does a great job with it, they go back to their line and we will move on. If they don’t quite get it or don’t know how to demonstrate, either a different student will come out or the teacher will demonstrate to keep things moving. The teacher will offer corrections and feedback before having students actual complete the warm-up. The warm-up time will vary but the teacher can definitely expect it to take at least 15 minutes for the first few weeks as students get acclimated to it.

(10 minutes)
Students will go from warming up in lines to forming a large circle. For the second lesson, the teacher will call out the name of the stretch but will not demonstrate it yet. They will wait until students either do it correctly or incorrectly. If the teacher notices one student who is doing it correctly, they can call that name out and have other students look. If no one is doing it
correctly, this is when the teacher should step in and demonstrate, saying the name of the stretch as they’re performing it so that students hear and see it.

(10 minutes)
To get an idea of what a normal PE class looks like, students will participate in a short workout that will raise their heart rate and provide them with some exercise for the day. Students will be running stairs, alternating with a partner for the entire workout. On the instructions of the teacher, students should find one partner and stand with their partner by the stairs. After going over expectations of running stairs and what the workout looks like, partners will take turns following the workout sheet and completing the workout. There is no written worksheet for this workout, only a workout sheet that has the exercises, reps, time, and skill levels on it so that the teacher doesn't have to keep yelling it out.

(10 minutes)
Students have just participated in a rigorous workout and need to bring their heart rate down and get ready to transition to their next class. The cooldown is not something that we will always have time for, but it's important to get students to understand its value in a workout setting. Students will have the option of either sitting down on a mat or standing for the cool down. They will have 10 minutes to independently stretch while the teacher observes and supports.
Lesson #3

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<tbody>
<tr>
<td>SUBJECT</td>
<td>Physical Education</td>
</tr>
<tr>
<td>CENTRAL FOCUS</td>
<td>Students will be introduced to the SMART acronym and discover what each letter stands for and be able to define and describe each word.</td>
</tr>
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**OBJECTIVE.**
What will your students be able to do?

1. Students will be able to understand what a SMART goal is and be able to define and talk about what each word in the word SMART means.
2. Students will also be able to understand the basics of how a SMART goal can be applied to fitness.

**ASSESSMENT**
Students will be successful if they:

1. Can successfully write down and talk aloud to their peers about what the SMART acronym means.
2. Think-pair-share with a small group, giving examples of a SMART goal, examples of what is not a SMART goal, and how a SMART goal can relate to a fitness or PE class.

**COMMON CORE**
How will you address Common Core standards?

I will use the Physical Education Model Content Standards for California Public Schools.

High School Course 1 - Standard 3.5: Develop personal goals to improve one’s performance in physical activities

High School Course 2 - Standard 2.5: Justify the use of particular physical activities to achieve desired fitness goals.

**DIFFERENTIATION**
How will you differentiate your instruction to reach the diversity of learners in your classroom?

9. ELL Students - I will provide extra time and simplified written instructions.
10. Special Needs Students - I will offer them read alouds for the written assignments and/or audio recordings of the questions that need to be answered. If needed, students will be allowed to record their answers verbally and then share with me.
11. At-Risk Students - Case by case, by they will get preferential seating, recordings of the assignments, and more one-on-one support from the teacher while other students are working.
12. Gifted Students - For these students, I will ask that they offer support to students who need it and these students will also start the next step in the process of SMART goals, which is the actual goal setting.
Instructional Strategies

Before starting the lesson, make sure that you have written the word SMART on the front board vertically so that you can fill in the words that appear after each letter of the word smart.

(10 Minutes)
Share with students that today they will be learning about SMART goal setting, what it means and how to do it and what each letter stands for and means. Through watching a short video and working with peers, students will leave the lesson with an understanding of what a SMART goal is, what each letter in the word smart stands for, and what each word contained in the word SMART means. Teacher should hand out the SMART goal-setting sheet that contains only the word SMART written vertically in large letters for students to write on and take notes as they watch the video.

(10-15 Minutes)
Students should all start by logging into their Canvas PE course online and clicking the link for the How to Set SMART Goals video. This video is about 4 minutes long and goes through the basics of setting a SMART goal and what each letter stands for and means. As students watch the video, instruct them to write down what each letter stands for a few sentences about each so that they can discuss it when they are done.

(12 Minutes)
Once students finish watching the video and have written down what the word SMART means with notes on their paper, they will be sitting in small groups to discuss what they learned and while watching the video and taking notes. The teacher should count students to make groups of three students and then point in the room where they should meet. Once the groups are set and sitting together, the teacher should tell students that they have 8 minutes to go around and each take one of the words in the word SMART, tell their group what it is and what it means. The teacher should circulate around the room, listening and offering support where needed.

(8 Minutes)
Once the time is up, the teacher will call the attention of the class to the front board, where they will be ready to cold call or take volunteers to say aloud what each letter in SMART stands for. If a student does not get it right, the teacher should ask another student if they can help. Students should be writing down anything they missed at this point and adding important notes to their handout. After the teacher has successfully gotten students to help them fill in the word SMART on the board, they will then ask 1 student at a time to say what each letter in SMART stands for.
come up to the board with their notes and write one or two sentences about each word that they learned either from the video or from their peers while in groups. After 5 students have written their notes on the board, the teacher will end the lesson by telling students that they have not learned what a SMART goal is, what the letters in the word SMART stand for, and what each word contained in the word SMART means. The next mini lesson will build off of this lesson and students will learn how SMART goal setting relates to fitness and how to set a SMART goal on their own.
### Lesson #4

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<tr>
<td>CENTRAL FOCUS</td>
<td>Students will take what they learned from the last lesson about SMART goal setting, understand how SMART goal setting can relate to a fitness or PE class, and learn how to set their own SMART goal. <em>SMART goals are Specific, Measureable, Attainable, Realistic, and Time-Bound goals.</em></td>
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**OBJECTIVE.**

What will your students be able to do?

1. Students will be able to take what they learned from the last lesson and apply and expand on that knowledge to see how SMART goal setting can be related to a fitness or PE class.
2. Students will be able to understand how to set their own SMART goal as it relates to their PE class.

**ASSESSMENT**

Students will be successful if they:

1. Can take what they’ve learned from the last lesson and apply it in this lesson.
2. Can think-pair-share with a peer and give examples of how SMART goals can be applied to a PE class.
3. Understand the basics of how to set a SMART goal that relates to their current PE class.

**COMMON CORE**

How will you address Common Core standards?

I will use the Physical Education Model Content Standards for California Public Schools.

High School Course 1 - Standard 3.5: Develop personal goals to improve one’s performance in physical activities

High School Course 2 - Standard 2.5: Justify the use of particular physical activities to achieve desired fitness goals.

**DIFFERENTIATION**

How will you differentiate your instruction to reach the diversity of learners in your classroom?

13. ELL Students - I will provide extra time and simplified written instructions.
14. Special Needs Students - I will offer them read alouds for the written assignments and/or audio recordings of the questions that need to be answered. If needed, students will be allowed to record their answers verbally and then share with me.
15. At-Risk Students - Case by case, by they will get preferential seating, recordings of the assignments, and more one-on-one support from the teacher while other students are working.
16. Gifted Students - For these students, I will ask that they offer support to students who need it and these students will also start the next step in the process of SMART goals, which is the actual goal setting.

**Instructional Strategies**

Before the lesson starts, the teacher should have the word SMART written on the front board with the words filled in and the students notes beneath each word from the last lesson. This will give students a chance to read the words on the board, read through the examples, and get their minds ready for the lesson.

(2-3 Minutes)
Share with students that today they will be taking what they learned in the last lesson about SMART goal setting and applying it to a PE class in regard to fitness and exercise. Through the use of a handout that they will be filling out with a peer and the knowledge from the last lesson, students will understand how to set an individual SMART goal and will go about setting one goal before the end of the lesson.

(10-12 Minutes)
The teacher should pass out the handout to all students. On the handout, students will be going through their past data on a running test called the PACER test. They will be using this data to set their first SMART goal for the year. Before they do so, they will be working through the questions at the bottom with a partner. They will first have 5 minutes to work independently on the first two questions about their own personal data. After they have answered those questions, they will get together with their partner and finish answering the questions on the handout. Students should talk about each word in SMART and an example of a good goal and an example of a goal that doesn’t follow the definition. Once they finish the handout, the whole class will come together to talk about what they learned and wrap up.

(5-6 Minutes)
Once the time is up, the teacher will call the attention of the class to the front board, where they will be ready to cold call or take volunteers to say aloud either a good example of a goal for that particular word in SMART or a bad example of a goal. If a student does not get it right, the teacher should ask another student if they can help. Students should be writing down anything they missed at this point and adding important notes to their handout. After the teacher has successfully heard from 9-10 students, they should quickly go around and have each student say their PACER goal out loud.
will record these scores and post them on the bulletin board as reminders for the next running test so students can get prepared. A