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| **ELEMENT** | **DESCRIPTION** |
| **Author** | Donna Youdelman |
| **Lesson Name** | How Fit is Your Community? |
| **Content Areas** | Written Expression, Math, Physical Education, Society and Culture |
| **Grade Levels** | Special Education 4-6 |
| **Duration** | 2-3 weeks |
| **Lesson Theme and Topic** | The students will complete a survey related to physical fitness/leisure activities that they participate in on a regular basis. They will also give the survey to two other adults to complete. After the results, the students will view pictures of the Chinese people in the parks exercising. The students will then design a plan to increase their own fitness and encourage an adult to also increase their fitness. To culminate the project, the students will write a comparison/contrast paper addressing what they do physically, what the Chinese do physically and what they learned through their own physical fitness plan. |
| **Instructional Objective** | The student will write a multiple paragraph essay comparing and contrasting physical activities in the U.S. and China.  The student will also include an opinion statement with qualifications at the end of the essay |
| **Specific Global Competencies** | Embody local and global connections (viewing videos, pictures, interviewing adults); Shared with students; Conducted by students, and teachers; Link student local experiences to world |
| **Alignment to District or State Content Standards and Testing and Assessment** | Common Core Writing Standard:  Write opinion pieces on topics or texts, supporting a  point of view with reasons and information.  a. Introduce a topic or text clearly, state an  opinion, and create an organizational structure  in which related ideas are grouped to support  the writer’s purpose.  b. Provide reasons that are supported by facts  and details.  c. Link opinion and reasons using words and  phrases (e.g., for instance, in order to, in  addition).  d. Provide a concluding statement or section  related to the opinion presented.  Math:  Designing and interpreting graphs |
| **Instructional Strategies and Activities** | Pre-Unit   1. Students will complete a pre-test to determine what they know about Chinese Culture in regard to leisure activities/physical fitness 2. Students will complete a physical fitness inventory in regard to themselves as well as their parents.   Unit Activities  Physical/Math-   1. How many sit-ups can you do? – work with a partner (graph results class wide) 2. How many push-ups can you do? – work with a partner(graph results class wide) 3. Contract: The student will develop a contract to walk at least once per week during lunchtime Milers for one month. 4. Learn Chinese hacky sack (jian zi) (Write how Chinese hacky sack compares to U.S. hacky sack) 5. Learn Chinese ball toss game (tossing ball and balancing on hand)   Writing –   1. What game would you like to teach Chinese students and why? (modifications: for lower functioning students – 1 paragraph with introduction, three supporting reasons and conclusion) 2. Write the directions for playing your game (sequential writing) 3. View: Pictures and videos of Chinese exercise activities 4. Write and opinion paper: What do you think of the Chinese culture as it relates to physical fitness? 5. Interview two teachers. Write what physical activities they participate in and why they like them (one paragraph). 6. Write a plan detailing how you could encourage your parents to become more physically active (modification: design a physical fitness chart for your parents) 7. If you could change how our parks are designed, what would you do? Include a drawing of what your park would look like. |
| **Formative Assessment** | Now that you’ve seen and experienced U.S. and Chinese activities, compare and contrast what you now about physical activities and their importance in both countries. What do you think about physical activities? (see Addendum for scoring rubric) |
| **Differentiation** | Students with extreme physical writing deficits as outlined in their IEP will be able to dictate to an adult. The student will then type their final project on a Neo Writer with spell check enabled. |
| **Resources** | 1. <http://www.azed.gov/standards-practices/> 2. <http://garusso.blogspot.com/2008/10/exercise-culture-in-china.html> 3. <http://www.deseretnews.com/article/700069120/Exercise-is-way-of-life-in-China.html?pg=all> 4. <http://factsanddetails.com/china.php?itemid=270&catid=12&subcatid=80> |
| **Reflections** | After visiting China on two different occasions, I am impressed by the emphasis and connection of physical activities to increased mental functioning. I believe that people in the U.S. can learn from the designs of parks in China as well as the tolerance of accepting all levels of ability in the public arenas. My hope is that my students will embrace this attitude and bring it to their families as well as develop long term personal goals. |
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**Addendum**

**Final Essay Grading Rubric**

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| **Compare/Contrast** | **3+activities**  **3** | **2 activities**  **2** | **1 activity**  **1** |  |
| **Correct Paragraph Formation** | **n/a** | **(yes)**  **2** | **(no)**  **1** |  |
| **Multiple Paragraphs with Transition Words** | **3+ paragraphs**  **3** | **2 paragraphs**  **2** | **1 paragraph**  **1** |  |
| **Personal Opinion** | **n/a** | **(yes)**  **2** | **(no)**  **1** |  |
| **Total Points (out of 10)** |  |  |  |  |

**Physical Fitness Guide**

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| **Pre Unit** |  | **Post Unit** |  |
| **Sit Ups** |  | **Sit Ups** |  |
| **Push Ups** |  | **Push Ups** |  |
| **Average Number of Laps in 15 minutes** |  | **Average Number of Laps in 15 minutes** |  |