

| Timeframe: Sept (5 Comp of Fitness) | Health & Fitness Academic Content | Fitness | Motor Skills | Social/Emotional/Safety |
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| Essential Questions | How do I know I am fit? How do I increase my lean body mass? | Why is it important to be fit? Why is it important to write fitness goals? Can fitness be measured? | How do motor skills/patterns help maintain fitness? How do patterns of movement change with fitness development? What skills have you previously learned that relate to lifetime sports and/or activities? | Why are rules and guidelines important for activities? |
| Content | Five Components of Fitness p. 1.1 (Advanced) Heart Health Pyramid p. 4.78-4.95 | Fitness Assessments: Fitness Measurements p. 4.114-4.144 Goal Setting for Life p. 4.145-4.171 Teach Protocol for Fitness Measurement | Team & Individual Sports Skills & Activities Low Organized Games & Activities Lifetime Activities Locomotor / Non Locomotor | Gym Rules Class/Syllabus Set Up Sportsmanship / Behavior Personal Hygiene |
| Skills / Activities | Five Components of Fitness p.1.1 <ul style="list-style-type: none"> Advanced Muscular Strength and Muscular Endurance Activity p. 1.13-1.14 Advanced Flexibility Activity p. 1.18-1.19 Body Composition Explanation p.1.26 Heart Health Pyramid p. 4.78-4.95 <ul style="list-style-type: none"> Unit Guidelines p. 4.78-4.79 Introduction p. 4.80-4.82 Vocabulary p.4.83 | Fitness Assessments: Fitness Measurements p. 4.114-4.144 <ul style="list-style-type: none"> Review Protocols (Video DVD) Fitness Measurements p. 4.114-4.144 <ul style="list-style-type: none"> Three Minute Step (Exercise and Recovery Heart Rate) Activity p. 4.130-4.131 Goal Setting for Life p. 4.145-4.171 <ul style="list-style-type: none"> Unit Guideline p. 4.145-4.147 Introduction p. 4.148-4.149 Vocabulary p. 4.150 <p>Fitness Parent Communication – send letter home in regards to what is being tested.</p> <p>Do we want to set goals from middle school scores and then do the test later in the month or start of October?</p> | Team & Individual Sports Skills Examples: Soccer <ul style="list-style-type: none"> Dribble, pass, shoot, trap <ul style="list-style-type: none"> Modified Games 2-2, 3-3, dribble/pass games Tennis <ul style="list-style-type: none"> Forehand, Backhand, Serving, volleys <ul style="list-style-type: none"> Modified Games Singles, doubles, starball, 3 ball, king court Softball <ul style="list-style-type: none"> Catching, throwing, hitting <ul style="list-style-type: none"> Modified Games Football <ul style="list-style-type: none"> Throwing, Catching, Running Modified Games Flag, touch, passing, 1-1, 2-2, Passing drill, rules, safety Frisbee Golf Lacrosse Ultimate Frisbee Low Organized Games & Activities Optional Kickball, Tag, Mat Ball, Juggling, Wallyball, Net Ball, Gator Ball, Blob Tag, Cloth Pins, Snap tag and relay Lifetime Activities (examples): Tennis Locomotor / Non Locomotor <ul style="list-style-type: none"> Teach Oppositions in all Sports Ongoing warm ups including dot drill, ladders, line warm ups, backwards jogging, side steps, crab walk, skipping, gallop, karaoke, high steps | Gym Rules <ul style="list-style-type: none"> Locker Expectations Safety Procedures in the Gym Class/Syllabus Set Up Sportsmanship Team Building Competitive Games |

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| Assessment | <p>(S) Five Components of Fitness Assessment 1.30-1.31</p> <p>(F) Advanced Cardiorespiratory Graphing Activity p.1.10</p> <p>(F) Advanced Cardiorespiratory Graphing Worksheet p. 1.11</p> <p>Reflective Questions in 1.8, 1.1, 1.14, 1.19, 1.16, and 1.29 are a few examples.</p> | <p>(F) Fitness Assessments p. 4.114-4.142</p> <ul style="list-style-type: none"> • Pacer • Height/Weight • Push-up • Sit-up • BMI • Sit and Reach <p>(F) Goal Setting for Life</p> <ul style="list-style-type: none"> • The Five for Life Program S.M.A.R.T. Goal Setting Strategy p. 4.151 • Goal Setting for Life Activity p. 4.152 • Five for Life Fitness Measurements Recording Sheet p. 4.153 <p>(S) Student self assessment p. 4.153</p> <p>(F) Health Performance and Appearance Goals p. 4.155</p> | <p>Observation</p> <p>Skill Testing</p> | <p>Ongoing Assessment Discussed</p> |
| Standards | <p>1.1.1 Applies complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.2.1 Applies how to perform activities and tasks safely and appropriately.</p> <p>1.3 Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.</p> | <p>1.4 Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.</p> <p>1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance.</p> | <p>1.1.1 Applies complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.4.1 Applies the components of skill-related fitness to physical activity.</p> | |
| Equipment / Resources | <p>Five for Life</p> <p>65-85% target heart rate link</p> | <p>WELPRO Fitness Assessment</p> | | |
| Notes: | | | | |

| Timeframe: Oct (Cardiovascular Endurance) | Health & Fitness Academic Content | Fitness | Motor Skills | Social/Emotional/Safety |
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| Essential Questions | What is cardiorespiratory endurance? Why is cardio endurance important in a fitness plan? | How can cardiorespiratory endurance improve my quality of life? | How will cardiorespiratory endurance help with my various sports related activities? | Why is sportsmanship a positive influences on activities ? |
| Content | Training Principles (FITT Principle) p. 1.34-1.48 <ul style="list-style-type: none"> • Specificity • Overload • Progression • Target Heart Rate • Osteoporosis Heart Rate Monitors: Heart Health Pyramid p. 4.78-4.95 Pedometers being taught | Circuit Training 4.42-4.77 Heart Rate Monitors: Heart Health Pyramid 4.78-4.95 Target Heart Rate | Team & Individual Sports Skills & Activities Low Organized Games & Activities Lifetime Activities Locomotor / Non Locomotor | Sportsmanship Emphasis on positive interaction during games |
| Skills / Activities | Training Principles (FITT Principle) p. 1.34-1.48 <ul style="list-style-type: none"> • Unit Guidelines 1.34-1.35 • Introduction 1.36-1.37 • Cardiorespiratory Endurance Recording Activity p. 1.39 • Cardiorespiratory Endurance Recording Chart p.1.40 Heart Rate Monitors Protocol use activity Record and assess activity Pedometer Protocol use activity Record and assess activity | Circuit training 4.42-4.77 <ul style="list-style-type: none"> • Dynamic Workout DVD • Dynamic Circuit Training • Endurance jumping/jump rope • Plyometric boxes Functional Training p. 4.1-4.41 <ul style="list-style-type: none"> • Equipment • Miming and Describing p. 4.5-4.6 • Wrinkled T-Shirt p. 4.7-4.8 • Feeling the Core p. 4.9-4.10 • Whole Class Functional Equipment Pillar of Human Movement Circuit p. 4.12-4.13 Steps for Life p. 4.96-4.113 <ul style="list-style-type: none"> • Walking Tag p. 101-4.102 • Five for Life Pace Guide Challenge p. 4.103-4.105 • Steps for Life Recording and Reflection p. 4.106-4.107 • Steps for Life Recording and Reflection Sheet p. 4.108 • Steps for Life Log and Graphing Activity p. 4.109 • Steps for Life Log p. 4.110 | Team & Individual Sports Skills Examples: Soccer <ul style="list-style-type: none"> • Dribble, pass, shoot, trap <ul style="list-style-type: none"> – Modified Games 2-2, 3-3, dribble/pass games Tennis <ul style="list-style-type: none"> • Forehand, Backhand, Serving, volleys <ul style="list-style-type: none"> – Modified Games Singles, doubles, starball, 3 ball, king court Softball <ul style="list-style-type: none"> • Catching, throwing, hitting <ul style="list-style-type: none"> – Modified Games Football <ul style="list-style-type: none"> • Throwing, Catching, Running • Modified Games Flag, touch, passing, 1-1, 2-2, Passing drill, rules, safety Frisbee Golf Lacrosse Ultimate Frisbee Optional Low Organized Games & Activities Kickball, Tag, Mat Ball, Juggling, Wallyball, Net Ball, Gator Ball, Dodgeball, BlobTag, Cloth Pins, Snap tag and relay Lifetime Activities (examples): | Sportsmanship Emphasis on positive interaction during games |

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| | | <ul style="list-style-type: none"> • Steps for Life Graph p. 4.111 Heart Rate Monitors: Heart Health Pyramid p. 4.78-4.95 • Unit Guidelines p. 4.78-4.79 • Introduction p. 4.80-4.82 • Vocabulary p. 4.83 • Starting with a Heart Rate Monitor p. 4.84 • Age Adjusted Maximum and Training Heart Rate Formulas p. 4.85-4.86 • Heart Health Pyramid p. 4.87-4.88 • Heart Health Pyramid Recording Chart p. 4.89 Heart Health Training Log p. 4.90-4.91 Fitness Measurements Examples for practice or optional uses p. 4.114-4.144 • Mile run • Rockport (3 min) bench step test • Pacer test Heart Rate Monitors: Heart Health Pyramid p. 4.78-4.95 • Need skills and activities | <p>Running Spinning Locomotor / Non Locomotor</p> <ul style="list-style-type: none"> • Teach Oppositions in all Sports • Ongoing warm ups including dot drill, ladders, line warm ups, backwards jogging, side steps, crab walk, skipping, gallop, karaoke, high steps, | |
| Assessment | Cardiorespiratory System for Life Student Assessment p. 3.11-3.14 Training Principles Student Assessment p. 1.45-1.48 | Pedometers: Steps for Life Student Assessment 4.112-4.113 (Walking Classes) Heart Rate Monitors: Heart Health Pyramid Student Self Assessment 4.92-4.93 | Teacher Observation Skill Testing | Ongoing Assessment Discussed |
| Standards | 1.4 Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance. 1.4.1 Applies the components of skill-related fitness to physical activity. | 1.1.1 Applies complex motor skills and movement concepts to activities to enhance a physically active life. 1.2.1 Applies how to perform activities and tasks safely and appropriately. 1.3 Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance. | 1.1.1 Applies complex motor skills and movement concepts to activities to enhance a physically active life. 1.4.1 Applies the components of skill-related fitness to physical activity. | |
| Equipment / Resources | Five for Life Curriculum Wall Charts Heart Rate Monitor Directions Pedometer Directions | Heart Rate Monitors Pedometers Circuit Training Equipment | Specific Sports Equipment for the Units Taught | |

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| | | <ul style="list-style-type: none"> Seated Chest Press p. 4.136-4.137 Seated Leg Press p. 4.138-4.139 Sit and Reach p. 4.140 Mile Run/Walk p. 4.141 One Repetition Maximum Estimation Chart p. 4.142-4.144 | line warm ups, backwards jogging, side steps, crab walk, skipping, gallop, karaoke, high steps | |
| Assessment | <p>Bones & Muscles for Life Diagram Test p. 3.25-3.26</p> <p>Bones & Muscles Written Assessment 3.37</p> <ul style="list-style-type: none"> Need skills and activities Muscular Strength and Muscular Endurance Recording Activity p. 1.41-1.42 Muscular Strength and Muscular Endurance Recording Chart p. 1.43-1.44 | Student Self Fitness Assessment - ? | Teacher Observation/ Reflective Questions | <p>Ongoing Assessment Discussed</p> <p>Activity Log Protocol - ?</p> <p>Self-Evaluation - ?</p> |
| Standards | <p>1.3 Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.</p> <p>1.4 Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.</p> | <p>1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.</p> <p>1.3.1 Evaluates the components of health-related physical fitness</p> | <p>1.1.1 Applies complex motor skills and movement concepts to activities to enhance a physically active life.</p> <p>1.4.1 Applies the components of skill-related fitness to physical activity.</p> | |
| Equipment / Resources | Five4Life Materials | <p>Circuit Training Book</p> <p>DVDs</p> <p>Strength Diagrams</p> <p>Weight room/fitness room</p> | Activity Related Equipment | |
| Notes: | | | | |

| Timeframe: Dec (Flexibility/ Nutrition) | Health & Fitness Academic Content | Fitness | Motor Skills | Social/Emotional/Safety |
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| Essential Questions | Why is it important to be flexible? What are my eating habits? | How does flexibility improve your performance? How do your nutritional habits affect your activity level? | What is the difference between dynamic and static stretching? What nutritional needs enhance your motor performance? | What is Respect with examples? |
| Content | Healthy Habits for Life – Activity Log p. 2.1-2.14 Healthy Habits for Life – Nutrition p. 2.15-2.28 Nutrition: Healthy Food, Healthy Balance (Basic Book) p. 2.5, 2.6, 2.9, 2.10, 2.11 Circuit Training | Five for Life: Flexibility p. 1.17-1.24 Circuit Training p. 4.42-4.77 | Team & Individual Sports Skills & Activities Low Organized Games & Activities Lifetime Activities Locomotor / Non Locomotor | Sportsmanship Respect |
| Skills / Activities | Healthy Habits for Life – Activity Log p. 2.1-2.14 Healthy Habits for Life – Nutrition p. 2.15-2.28 <ul style="list-style-type: none"> Food Pyramid p. 2.21-2.22 Advanced Meal Planner p. 2.25-2.26 Nutrition: Healthy Food, Healthy Balance (Basic Book) p. 2.5, 2.6, 2.9, 2.10, 2.11 <ul style="list-style-type: none"> Vocabulary p. 2.5 Food Group Cube Warm-Up p. 2.6 My Pyramid for Kids p. 2.9 | Five for Life: Flexibility p. 1.17-1.24 <ul style="list-style-type: none"> Advanced Flexibility Activity p. 1.18-1.19 Creating Dynamic & static Stretching Routines p. 1.23-1.24: Daily Flexibility Warm-Up Stretching Routine Circuit Training p. 4.42-4.77 <ul style="list-style-type: none"> Warm-Up Circuits p. 4.51-4.55 Five Components of Fitness Circuits p. 4.56-4.59 Individual Component of Fitness Circuits p. 4.60-4.65 Individual Component of Fitness Circuit: Flexibility Circuit p. 4.64-4.65 | Team & Individual Sports Skills & Activities Basketball – dribbling, passing, shooting, defense and offensive strategies. Volleyball – bump, set, spike, and serving. Scoring and strategies used. Floor Hockey – passing, shooting, dribbling with the puck and safety issues. Team Handball – guidelines for scoring. Passing, shooting, and defense. Wallyball – use of volleyball skill development. Must review the scoring and have racket ball courts in order to play. Low Organized Games & Activities Kickball, Tag, Mat Ball, Juggling, Wallyball, Net Ball, Gator Ball, Dodgeball, BlobTag, Cloth Pins, Snap tag and relay. Indoor Soccer Lifetime Activities Examples: Pickleball – forehand, backhand, serving, and strategies used. Rally scoring Badminton — forehand, backhand, serving, clear, drop shots and strategies used. Rally scoring Locomotor / Non Locomotor <ul style="list-style-type: none"> Ongoing warm ups including dot drill, ladders, line warm ups, backwards jogging, side steps, crab walk, skipping, gallop, karaoke, high steps | Sportsmanship Respect |

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| Assessment | Nutrition Log Student Assessment p. 2.27 <ul style="list-style-type: none"> • Activity Log/Nutrition Log • Calorie Burner p. 2.10 • Calorie Counter p. 2.11 | | Sit and Reach 4.140 Observation | Ongoing Assessment Discussed |
| Standards | 1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance. 3.2 Evaluates health and fitness information. 4.1 Analyzes personal health and fitness information. | 1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance. 3.2 Evaluates health and fitness information. 4.1 Analyzes personal health and fitness information. | 1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance. 3.2 Evaluates health and fitness information. 4.1 Analyzes personal health and fitness information. | 3.3.1 Analyzes conflict situations. |
| Equipment / Resources | Five for Life Handouts throughout the district Nutrition Manual Collaboration between the schools Internet for Nutrition=Jo Levin | Training Equipment 4.64 Circuit Training Manual Circuit Training Cards Circuit Training DVDs | Sit and Reach Box | |
| Notes: | | | | |

| Timeframe: Jan (Body Comp and continue Nutrition) | Health & Fitness Academic Content | Fitness | Motor Skills | Social/Emotional/Safety |
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| Essential Questions | Do my eating habits meet my nutritional needs? What is body composition? | How does body composition affect fitness outcomes? | How does BMI affect your motor movement? | What does empathy look like to you? |
| Content | Five for Life: Body composition Explanation p. 1.25-1.29 Healthy Habits for Life – Sleep Log p. 2.29- 2.41 Healthy Habits for Life – Hydration Log p. 2.42-2.52 | Post Fitness Assessments: Fitness Measurements p. 4.114-4.144 | Team & Individual Sports Skills & Activities Low Organized Games & Activities Lifetime Activities Locomotor / Non Locomotor | Sportsmanship Empathy Hand in Locks at the end of the semester |
| Skills/ Activities | Five for Life: Body composition Explanation p. 1.25-1.29 <ul style="list-style-type: none"> Body Composition Explanation p. 1.26 Energy In/Energy Out p. 1.27 Healthy Body Card Game p. 1.28-1.29 Healthy Habits for Life – Sleep Log p. 2.29- 2.41 <ul style="list-style-type: none"> Need skills and activities Healthy Habits for Life – Hydration Log p. 2.42-2.52 <ul style="list-style-type: none"> Need skills and activities | Post Fitness Assessments: Fitness Measurements p. 4.114-4.144 <ul style="list-style-type: none"> Sit and Reach p. 4.140 Height & Weight p. 4.132 Pacer p. 4.133 Curl-Ups p. 4.129 Push-Ups p. 4.134-4.135 | Team & Individual Sports Skills & Activities Basketball – dribbling, passing, shooting, defense and offensive strategies. Volleyball – bump, set, spike, and serving. Scoring and strategies used. Floor Hockey – passing, shooting, dribbling with the puck and safety issues. Team Handball – guidelines for scoring. Passing, shooting, and defense. Volleyball – use of volleyball skill development. Must review the scoring and have racket ball courts in order to play. Low Organized Games & Activities Kickball, Tag, Mat Ball, Juggling, Wallyball, Net Ball, Gator Ball, Dodgeball, BlobTag, Cloth Pins, Snap tag and relay. Indoor Soccer Lifetime Activities Examples: Pickleball – forehand, backhand, serving, and strategies used. Rally scoring Badminton – forehand, backhand, serving, clear, drop shots and strategies used. Rally scoring Locomotor / Non Locomotor <ul style="list-style-type: none"> Ongoing warm ups including dot drill, ladders, line warm ups, backwards jogging, side steps, crab walk, skipping, gallop, karaoke, high steps | Sportsmanship Empathy |

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| Assessment | CBA Test – On the Computer or in the Classroom. Post Test Nutrition p. 2.32 Sleep Log p. 2.34-2.35 Hydration Log p. 2.46-2.47 | Post Fitness Testing Student/Parent Report Pre, Goal, Post | | Ongoing Assessment Discussed |
| Standards | 1.3 Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance. 1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance. 3.2 Evaluates health and fitness information. 4.1 Analyzes personal health and fitness information. 4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals. | 1.3 Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance. 1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance. 3.2 Evaluates health and fitness information. 4.1 Analyzes personal health and fitness information. 4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals. | 1.3 Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance. 1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance. 3.2 Evaluates health and fitness information. 4.1 Analyzes personal health and fitness information. 4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals. | 1.3 Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance. 1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance. 3.2 Evaluates health and fitness information. 4.1 Analyzes personal health and fitness information. 4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals. |
| Equipment / Resources | Teacher Handouts Test (CBA and Post-Test) | WELPRO Assessment Fitness Assessment Equipment | | |
| Notes: | | | | |