

Unit 1	Health & Fitness Academic Content: <i>Academic concepts that students will learn</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Physical activities to teach movement patterns</i>	Social / Emotional / Safety
Essential Questions <i>What questions frame the main theme or idea you want students to explore and grapple with?</i>	What can I do to improve or maintain myself in all five areas of health-related fitness?	How can I use my fitness testing scores? How do I set SMART goals?	How can locomotor and non-locomotor skills help me improve my fitness?	How can improve my fitness through social activity? How can I have a successful year in PE?
Content <i>What will students know?</i>	Five Components of Health-Related Fitness	Fitness Pre-testing Goal Setting 4.148, 4.150	Locomotor skills: running Non-locomotor skills: Push ups, sit-ups, stretching Refer to the Motor Skills by Sport document for manipulative, combination, and complex skills	Goal setting Building self-confidence Self monitoring using the WELNET report Classroom expectations Locker room procedures
Standards	2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests at least four days each week.	2.6 Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health-related physical fitness.	1.2 Demonstrate proficient movement skills in aquatics, rhythm/dance and individual and dual activities. 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs	3.1 Participate in a variety of physical activities for personal enjoyment.

			and interests at least four days each week.	
Skills/ Activities What will students do?	Five Components of Health Related Fitness <ul style="list-style-type: none"> • Vocabulary Review pg. 1.6 • Advanced Cardiorespiratory Graphing pg. 1.10 • Advanced Muscle Endurance and Muscle Strength Activity pg. 1.15 • Creating Dynamic & Static Stretching Routines pg. 1.21-1.24 • Healthy Body Card Game pg. 1.28 	Fitness Measurements <ul style="list-style-type: none"> • Student Introduction pg. 4.123 • Curl-ups pg (FG Manual) • Push-ups (FG Manual) • Backsaver sit and reach or Shoulder stretch FG Manuel • 20 M Shuttle Run Pacer • One Mile Run • Trunk Lift (FG Manual) • Height and Weight Goal Setting <ul style="list-style-type: none"> • Five For Life Advance FITT Fitness Plan pg. 4.154 	Practice fitness tests: refer to the Fitnessgram Protocol <ul style="list-style-type: none"> • Running the mile • Running the pacer test • Sit up form • Push up form • Trunk Lift form • Sit and Reach form 	Student teacher discussion about social, emotional health as it relates to physical activity Curriculum letter reviewed, sent home Locker room tour, locker assignments
Assessment How will students demonstrate their learning?	Five Components of Health Related Fitness Unit Quiz pg. 1.30 (Pre-test given before unit-post-test given after unit is taught)	WELNET Fitness Report	WELNET Fitness Report	Students answer the essential question Students return the curriculum letter Students fill in goals on WELNET report
Equipment/ Resources	Five for Life Advanced Book	Fitnessgram Protocol Book and Music CD Physical Best Specialists Portable Sound System Sit and Reach Box Curl Up Mats With Indicator Strips	<ul style="list-style-type: none"> • Fitnessgram Protocol and Music CD • Physical Best Specialists • Portable Sound System 	
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Unit 2	Health & Fitness Academic Content: <i>Academic concepts that students will learn</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Physical activities to teach movement patterns</i>	Social / Emotional / Safety
Essential Questions	<p>How does applying various levels of intensity affect my fitness and performance?</p> <p>How can I apply the FITT principle to my personal fitness plan?</p>	<p>How can I design a circuit training plan to improve my health and fitness?</p> <p>How can functional training improve my fitness?</p>	<p>What motor skills can I include in a training program to help me improve my health and fitness?</p>	<p>How can I safely incorporate circuit training into my lifestyle?</p> <p>How can I work with my classmates, family, or friends to improve our fitness?</p>
Content	<p>Training Principles:</p> <p>Frequency Intensity Time Type (FITT),</p> <p>Overload Progression Specificity Time (OPST)</p>	<p>Cardiorespiratory Endurance/ Circuit Training</p> <p>Functional Training</p>	<p>Locomotor skills:</p> <p>Skipping backwards</p> <p>Leaping</p> <p>Walking lunges</p> <p>Bear crawl</p> <p>Inchworm</p> <p>Non-locomotor skills:</p> <p>Squats</p> <p>Burpee</p> <p>Plank</p> <p>Bridge</p> <p>Push ups</p> <p>Sit ups</p> <p>Manipulative skills:</p> <p>Jump rope</p> <p>Refer to Motor Skill by Sport document for combination and complex skills</p>	<p>Choosing good activities (self management)</p> <p>Building intrinsic motivation</p> <p>Finding social support</p> <p>Building positive attitudes</p> <p>Safety in circuit training</p>

<p>Standards</p>	<p>2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests at least four days each week.</p>	<p>2.6 Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health-related physical fitness.</p>	<p>1.2 Demonstrate proficient movement skills in aquatics, rhythm/dance and individual and dual activities.</p> <p>2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests at least four days each week.</p> <p>2.6 Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health-related physical fitness.</p>	<p>3.1 Participate in a variety of physical activities for personal enjoyment.</p> <p>3.3 Evaluate the psychological benefits derived from regular participation in physical activity.</p> <p>3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.</p>
<p>Skills/ Activities</p>	<p>Training Principles: FITT, OPST</p> <ul style="list-style-type: none"> • Vocabulary Review: 1.38 • Whole Class Functional 4.11 <p>Equipment Workout 4.51 Teacher discussion on overload and progression</p>	<p>Cardiorespiratory Training</p> <ul style="list-style-type: none"> • Running, Pacer, Stationary Bike, Elliptical, Jump Rope <p>Circuit Training</p> <ul style="list-style-type: none"> • Individual component of fitness circuit: muscular strength and muscular endurance circuit 4.62 • Student designed and directed circuits <p>Functional Training</p> <ul style="list-style-type: none"> • Whole class functional workout 4.11 	<ul style="list-style-type: none"> • Cardiorespiratory Training • Circuit Training • Functional Training • Various sports 	<p>Circuit Training safety 4.48</p> <p>Teacher-student discussion about social and emotional benefits of exercise</p>

Assessment	Training Principles Student Assessment 1.45	Circuit Design Activity 4.73-4.75	Circuit Design Activity 4.73-4.75	Observation Students answer the essential question
Equipment/ Resources	Heart Rate Monitors Pulse sticks	Weight bars Medicine balls Stability balls Agility rings Step boxes Stretch bands Stationary cardio equipment	Weight bars Medicine balls Stability balls Agility rings Step boxes Stretch bands Various sporting equipment	
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Unit 3	Health & Fitness Academic Content: <i>Academic concepts that students will learn</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Physical activities to teach movement patterns</i>	Social / Emotional / Safety
Essential Questions	How do I monitor my cardiorespiratory endurance?	What activities can I do to help improve my cardiorespiratory system?	How can I combine motor skills to improve my cardiorespiratory system?	How does cardiorespiratory training affect my social and emotional health?
Content	Systems for Movement: Cardiorespiratory System	Anaerobic and Aerobic Heart Rate Training	Locomotor skills: Skipping backwards Leaping Walking lunges Bear crawl Inchworm Non-locomotor skills: Squats Burpee Plank Bridge Push ups Sit ups Manipulative skills: Jump rope Refer to Motor Skill by Sport document for combination and complex skills	Finding social support Building intrinsic motivation Building positive self perceptions Thinking critically
Standards	2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five	3.1 Participate in a variety of physical activities for personal enjoyment.	1.2 Demonstrate proficient movement skills in aquatics, rhythm/dance and individual and dual	3.1 Participate in a variety of physical activities for

	components of physical fitness at least four days a week.		activities. 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests at least four days each week.	personal enjoyment. 3.3 Evaluate the psychological benefits derived from regular participation in physical activity. 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
Skills/ Activities	<ul style="list-style-type: none"> • Vocabulary Review 3.6 • Vocabulary Review 4.83 	<ul style="list-style-type: none"> • Aerobic vs. Anaerobic 3.10 • Heart Health Training Log 4.90-4.91 • Three Minute Step (Exercise and recovery heart rate) 4.130-4.131 • Mile Run 4.141 • Pacer 4.133 	<ul style="list-style-type: none"> • Cardiorespiratory Training • Circuit Training • Functional Training • Various sports 	Cardiorespiratory training with a partner Discuss intrinsic rewards
Assessment	Cardiorespiratory System for Life 3.11	Heart Health Pyramid Student Assessment 4.92-4.93	Students answer the essential question	Observation Students answer the essential questions
Equipment/ Resources	Heart Rate monitors Pulse Sticks	Heart rate monitors (wrist, or hand held) Step boxes Stopwatches Portable sound system	Weight bars Medicine balls Stability balls Agility rings Step boxes Stretch bands	

			Various sporting equipment	
Notes:				

Unit 4	Health & Fitness Academic Content: <i>Academic concepts that students will learn</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Physical activities to teach movement patterns</i>	Social / Emotional / Safety
Essential Questions	How can I improve the health of my bones and muscles?	What is functional training? What are the pillars of human movement?	How are motor skills implemented into functional training and the pillars of movement?	How does body composition affect a person's ability to perform?
Content	Systems for Movement: Bones and Muscles	Functional Training	Locomotor skills: Skipping backwards Leaping Walking lunges Bear crawl Inchworm Non-locomotor skills: Squats Burpee Plank Bridge Push ups Sit ups Manipulative skills: Jump rope Refer to Motor Skill by Sport	Accepting differences Building positive self-perceptions Building performance skills Overcoming barriers

			document for combination and complex skills	
Standards	2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests at least four days each week.	2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests at least four days each week.	1.2 Demonstrate proficient movement skills in aquatics, rhythm/dance and individual and dual activities. 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests at least four days each week.	3.1 Participate in a variety of physical activities for personal enjoyment. 3.3 Evaluate the psychological benefits derived from regular participation in physical activity. 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
Skills/ Activities	Bones and Muscles <ul style="list-style-type: none"> Vocabulary Review 3.20 Bone, Muscle Review 3.21-3.28 	Functional Training <ul style="list-style-type: none"> Wrinkled T-shirt 4.7-4.8 Pillar of Movement Human Circuit 4.12-4.13 Activity RICE Relay 3.35-3.36	<ul style="list-style-type: none"> Cardiorespiratory Training Circuit Training Functional Training Various sports 	Class discussions Learn and practice new motor skills
Assessment	Bones, Muscle, and Joint Identification in Movement 3.31-3.34	Student Assessment 3.37	Students answer the essential question	Observation Students answer the essential questions

Equipment/ Resources		Dumbbells Brooms	Weight bars Medicine balls Stability balls Agility rings Step boxes Stretch bands Various sporting equipment	
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Unit 5	Health & Fitness Academic Content: <i>Academic concepts that students will learn</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Physical activities to teach movement patterns</i>	Social / Emotional / Safety
Essential Questions	<p>How do my eating habits affect my health and performance?</p> <p>How can I recognize unhealthy eating habits?</p> <p>How can hydration affect my performance and health?</p>	<p>How can I use my fitness testing scores?</p> <p>How do I set SMART goals?</p>	<p>Which motor skills do I need to focus on to improve my fitness tests?</p>	<p>How can I be sure to find success in fitness?</p>
Content	<p>Healthy Habits: Nutrition 2.17-2.19, Hydration 2.44-2.45</p>	<p>Fitness Assessments</p> <p>Goal Revision</p>	<p>Locomotor skills: running</p> <p>Non-locomotor skills: Push ups, sit-ups, stretching</p> <p>Refer to the Motor Skills by Sport document for manipulative, combination, and complex skills</p>	<p>Self assessment</p> <p>Goal setting</p> <p>Self monitoring</p> <p>Preventing relapse</p>
Standards	<p>2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests at least four days each week.</p>	<p>2.6 Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health-related physical fitness.</p>	<p>1.2 Demonstrate proficient movement skills in aquatics, rhythm/dance and individual and dual activities.</p> <p>2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests at least four days each week.</p>	<p>3.1 Participate in a variety of physical activities for personal enjoyment.</p> <p>3.3 Evaluate the psychological benefits derived from regular participation in physical activity.</p>

				3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
Skills/ Activities	Advanced Meal Planner 2.25-2.26 Hydration Relay 2.49-2.50	Fitness Measurements <ul style="list-style-type: none"> • Student Introduction FG Manual • Curl-ups pg (FG Manual) • Push-ups (FG Manual) • Backsaver sit and reach or Shoulder stretch • 20 M Shuttle Run Pacer • One Mile Run • Trunk Lift (FG Manual) • Height and Weight 	Practice fitness tests: refer to the Fitnessgram Protocol <ul style="list-style-type: none"> • Running the mile • Running the pacer test • Sit up form • Push up form • Trunk Lift form • Sit and Reach form 	Class discussions Fitness goal revision
Assessment	Student Assessment 2.27 Student Assessment 2.51	Fitness Scores	WELNET Fitness Report	Fitness goals Observation
Equipment/ Resources	Cups Hoops Cones Food cards	WELNET Fitness Report Fitnessgram Protocol Book and Music CD Physical Best Specialists Portable Sound System	<ul style="list-style-type: none"> • Fitnessgram Protocol and Music CD • Physical Best Specialists • Portable Sound System 	
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Unit 6	Health & Fitness Academic Content: <i>Academic concepts that students will learn</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Physical activities to teach movement patterns</i>	Social / Emotional / Safety
Essential Questions	What affects my sleep quality? How can sleep affect my overall health?	How can keeping track of steps help improve my health, performance, and appearance?	How can your quality of sleep affect your motor skill performance in physical activity?	How does monitoring my own behavior affect my social and emotional health?
Content	Healthy Habits: Activity 2.3-2.5, Sleep 2.31-2.33	Steps for Life	Locomotor: walking, running, jogging, jumping, skipping, galloping, high knees, butt kicks, carioca, back pedal Non-locomotor: burpee, squat, push up, sit up, plank, bridge Refer to Motor Skill by Sport document for combination, manipulative, and complex skills	Self monitoring Managing time effectively
Standards	2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests at least four days each week.	2.6 Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health-related physical fitness.	1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and team activities. 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness at least four days a week.	3.1 Participate in a variety of physical activities for personal enjoyment. 3.3 Evaluate the psychological benefits derived from regular participation in physical activity. 3.9 Encourage others to be

				supportive and inclusive of individuals of all ability levels.
Skills/ Activities	Activity Vocabulary Review 2.5 Sleep Vocabulary Review 2.33 Five for Life Activity Diamond Intensity Levels 2.6-2.8 Progressive Muscle Relaxation 2.37-2.39	Steps for Life Log and Graphing Activity 4.109-4.111	Cardiorespiratory Training Functional Training Circuit Training Various Sports	Activity and sleep logs
Assessment	Student Assessment 2.13 Student Assessment 2.40	Student Assessment 4.112	Students answer the essential question	Healthy Habits for Life Log Self Reflection 2.11 and 2.36 Students answer the essential question
Equipment/ Resources	Heart Rate Monitors or Pulse Sticks	Pedometers Heart Rate Monitors or Pulse Sticks	Weight bars Medicine balls Stability balls Agility rings Step boxes Stretch bands Sport equipment	
Notes:				

Unit 7	Health & Fitness Academic Content: <i>Academic concepts that students will learn</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Physical activities to teach movement patterns</i>	Social / Emotional / Safety
Essential Questions	<p>How do different activities impact your intensity?</p> <p>How do I set SMART goals?</p> <p>How can I use the FITT principle to improve my fitness?</p>	<p>How can I use my fitness testing scores?</p> <p>How can I design a circuit training plan to improve my health and fitness?</p> <p>How can I improve my flexibility?</p>	<p>Which motor skills activities do I need to include in my fitness plan?</p>	<p>How do I choose activities that allow me to have fun and feel good about myself?</p>
Content	<p>Wellness: Fitness Plan</p>	<p>Circuit Training</p> <p>Cardiorespiratory Training</p> <p>Flexibility Training</p>	<p>Locomotor: walking, running, jogging, jumping, skipping, galloping, high knees, butt kicks, carioca, back pedal</p> <p>Non-locomotor: burpee, squat, push up, sit up, plank, bridge</p> <p>Refer to Motor Skill by Sport document for combination, manipulative, and complex skills</p>	<p>Choosing good activities</p> <p>Building positive attitudes</p> <p>Finding social support</p> <p>Building intrinsic motivation</p>
Standards	<p>2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests at least four days each week.</p> <p>2.10 Evaluate the availability and quality of fitness resources in the community.</p>	<p>2.6 Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health-related physical fitness.</p>	<p>1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and team activities.</p> <p>1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, aquatics, and individual and dual activities.</p> <p>2.2 Participate in enjoyable and</p>	<p>3.1 Participate in a variety of physical activities for personal enjoyment.</p> <p>3.3 Evaluate the psychological benefits derived from regular participation in</p>

			challenging physical activities that develop and maintain the five components of physical fitness at least four days a week.	physical activity. 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
Skills/ Activities	Five for Life FITT Fitness Plan 4.162-4.164 Five for Life Lifetime Fitness and Health Plan 4.169-4.171	Circuit Design Activity 4.73-4.74 Various cardiorespiratory activities: running, walking, stationary cycling, elliptical, etc. Flexibility—Creating a Stretching Routine Activity WS 1.24	Cardiorespiratory Training Functional Training Circuit Training Various Sports	Learn and practice new motor skills and sports
Assessment	Goal Setting for Life Reflection Sheet 4.161	Student Assessment 4.76	Student Assessment 4.76	Observation Fitness Plan
Equipment/ Resources	FITT plan templates	Dumbbells Weight bars Stretch bands Medicine balls Stability balls Agility rings Heart rate monitors	Weight bars Medicine balls Stability balls Agility rings Step boxes Stretch bands Sport equipment	
Notes:				

Unit 8	Health & Fitness Academic Content: <i>Academic concepts that students will learn</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Physical activities to teach movement patterns</i>	Social / Emotional / Safety
Essential Questions	What opportunities are available in my community to improve or maintain my physical fitness?	What fitness activities do I enjoy participating in, that I would like to continue during my lifetime? How can I maintain or improve my current level of fitness?	What local resources can I utilize to perform my motor skill activities?	Where can I find support in my community to help me reach my fitness goals
Content	Wellness: Lifetime Activities, Local Recreation	Recreational Games Home exercise Circuits Fitness testing Goal Revision	Locomotor: walking, running, jogging, jumping, skipping, galloping, high knees, butt kicks, carioca, back pedal Non-locomotor: burpee, squat, push up, sit up, plank, bridge Refer to Motor Skill by Sport document for combination, manipulative, and complex skills	Thinking critically Overcoming barriers Learning to say no
Standards	2.10 Evaluate the availability and quality of fitness resources in the community.	2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests at least four days each week.	1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and team activities. 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, aquatics, and individual and dual activities. 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness at	3.1 Participate in a variety of physical activities for personal enjoyment. 3.3 Evaluate the psychological benefits derived from regular participation in physical activity. 3.9 Encourage

			<p>least four days a week.</p> <p>2.10 Evaluate the availability and quality of fitness resources in the community.</p>	<p>others to be supportive and inclusive of individuals of all ability levels.</p>
Skills/ Activities	<p>Student Information on Wellness 5.1-5.2</p>	<p>No equipment/Home equipment Circuit Training: teacher designed</p> <p>Volleyball, kickball, bocce ball, croquet, ultimate Frisbee, whiffle ball, soccer ball, smashball, etc.</p> <p>Fitness Measurements</p> <ul style="list-style-type: none"> • Student Introduction • Curl-ups pg (FG Manual) • Push-ups (FG Manual) • Backsaver sit and reach or Shoulder stretch • 20 M Shuttle Run Pacer • One Mile Run • Trunk Lift (FG Manual) • Height and Weight 	<p>Cardiorespiratory Training Functional Training Circuit Training Various Sports</p>	<p>Students investigate local fitness opportunities</p> <p>Class discussion</p>
Assessment	<p>Identify and evaluate realistic opportunities in the community for fitness outside of school. Oral or written report will include cost, convenience, and pros and cons.</p>	<p>Design an exercise circuit using materials only found in the home</p>	<p>Students answer the essential question</p>	<p>Students answer the essential question</p>
Equipment/ Resources		<p>Common household items Fitnessgram Protocol and Music CD Physical Best Specialists Portable Sound System</p>		

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