

Timeframe: 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 is fitness? What does it mean to be fit?</i>	<i>Can fitness be measured? Why or Why not? How fit am I?</i>	<i>What are some examples of Locomotor Skills?</i>	<i>How can I be a successful 7th grade Physical Education student?</i>
Content <i>What will students know?</i>	Intro to Five Components of fitness Five for Life	Fitness testing (pre)	Locomotor Skills	Physical education orientation
Standards	<p>3.1 Assess one's own muscle strength, muscle endurance, cardiorespiratory endurance, flexibility, and body composition by using a scientifically based health-related fitness assessment.</p> <p>3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.</p>	<p>3.1 Assess one's own muscle strength, muscle endurance, cardiorespiratory endurance, flexibility, and body composition by using a scientifically based health-related fitness assessment.</p> <p>4.2 Identify physical activities that are effective in improving each of the five components of health-related physical fitness components.</p>	<p>2.1 Identify key elements in the execution of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p>2.2 Analyze movement patterns and correct errors.</p>	<p>5.2 Accept responsibility for individual improvement.</p> <p>5.4 Explain and demonstrate the effects of expressing encouragement to others while participating in a group of physical activity.</p>
Skills/ Activities <i>What will students do?</i>	<p>Five components of fitness Unit (Five For Life)</p> <ul style="list-style-type: none"> • Student introduction pg. 1.4 (B) • Vocabulary and definitions 1.5 (B) • Cardiorespiratory Endurance activity 1.6 (B) • Muscular Strength & Endurance Activity 1.7 (B) • Flexibility activity pg. 1.8 (B) • Body Composition explanation 1.9 (B) 	<p>Pre Fitness measurement:</p> <ul style="list-style-type: none"> • Fitness Measurements – Teacher Intro (4.99) • Fitness Measurement Introduction 4.100 (B) • Vocabulary 4.102 (B) • Height and weight 4.103 (B) • sit and reach 59 (FG) & 4.105 (B) • shoulder stretch (FG) • Push up 4.106 (B) • curl-up 47 - 48 (FG) 	<p>Locomotor Skills to Focus on:</p> <ul style="list-style-type: none"> • Skipping • Gallop • Run • Jog • Walking <p>*These activities can easily be implemented into warm-up activities.</p>	<p>Orientation</p> <ul style="list-style-type: none"> • Class syllabus • Locker room procedures • Class expectations • Curriculum letter • PE clothes

		<ul style="list-style-type: none"> • trunk lift 49 – 50 (FG) • 20 meter pacer 4.92 (B) • Mile 4.104 (B) • Fitness Measurement Practice Circuit 4.108 (B) • Five for Life fitness measurement recording sheet 4.109 (B) <p>*Refer to current FitnessGram book which has detailed descriptions of how to administer all Fitness Tests.</p>		
<p>Assessment</p> <p><i>How will students demonstrate their learning?</i></p>	<p><u>Pre Five for Life Testing</u></p> <p>Five components multiple choice short answer 1.35</p>	<ul style="list-style-type: none"> • Pre Fitness Testing • Fitness Testing Equipment 	Simple observation and correction to master Locomotor skills	Parent signature on curriculum letter
<p>Equipment/ Resources</p>	Five for life Basic & Intermediate book	<ul style="list-style-type: none"> • FitnessGram Test Administration Manuel (Human Kinetics) • Sit & Reach boxes, stopwatches, speakers, CD/iPod, mats, ruler/yard sticks, modified pull up bar, scale & height chart • Welnet website 	<ul style="list-style-type: none"> • Five for Life Circuit Training Manuel (CTM) • Illustrations of Locomotor Skills 	
<p>Notes:</p>	<p>(B) = Basic Book</p> <p>(I) = Intermediate Book</p>			

Timeframe: 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	What is intensity? How do I know my level of intensity?	<i>What is circuit training?</i>	<i>How can you vary the intensity of Locomotor Skills?</i>	<i>What does responsibility look like?</i>
Content	5 Levels of Intensity Activity Diamond 4.63 (B) Heart Rate Training	Functional Equipment Introduction Circuit Training <ul style="list-style-type: none"> • Teacher Introduction 4.4 (B) • Student Introduction 4.5 (B) • Vocabulary 4.6 (B) 	Locomotor Skills <ul style="list-style-type: none"> • Walking • Jogging • Running 	Responsibility
Standards	<p>3.3 Develop individual goals for each of the five components of health -related physical fitness.</p> <p>3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.</p> <p>4.2 Identify physical activities that are effective in improving each of the five components of health-related physical fitness components.</p>	<p>3.3 Develop individual goals for each of the five components of health -related physical fitness</p> <p>3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.</p> <p>4.2 Identify physical activities that are effective in improving each of the five components of health-related physical fitness components.</p>	<p>2.1 Identify key elements in the execution of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p>2.2 Analyze movement patterns and correct errors.</p>	5.2 Accept responsibility for individual improvement.
Skills/ Activities	<p>5 Levels of Intensity Heart Rate Training</p> <ul style="list-style-type: none"> • Intensity DVD (on resource CD) • Activity Diamond 4.63 (B) • Introduction to Intensity 4.57 – 4.58 (B) • Five for Life Activity Diamond Intensity Level Circuit 2.36 – 2.37(I) • Intensity 5 Card Draw 4.59 – 4.60 (B) (Five for Life Resource CD) 	<p>Functional Equipment</p> <ul style="list-style-type: none"> • Proper techniques of dumbbell activity 4.18 – 4.22 (B) • Proper techniques of weight bar activities 4.21 – 4.22 (B) • Proper techniques of stretch bands 4.23 – 4.26 (B) * DO NOT do seated rows) • Proper techniques of medicine ball 4.27 – 4.30 (B) 	<p>Locomotor Skills to Focus on:</p> <ul style="list-style-type: none"> • Walking • Jogging • Running <p>Activities</p> <ul style="list-style-type: none"> • Relays • Tag games • 15 meter Pacer • 20 meter Pacer 	<p>Responsibility</p> <p>Collecting and returning equipment in an orderly & safe manner</p> <p>Using equipment properly</p> <p>Understand</p>

	<ul style="list-style-type: none"> Activity log p 2.45 (I) or 2011 activity log from Five for Life <p>Heart Rate Training</p> <ul style="list-style-type: none"> Two finger manual pulse Age-adjusted heart rate formula 2.31-2.33 (I) Heart rate log 	<ul style="list-style-type: none"> Proper techniques of step boxes 4.31 – 4.36 (B) Proper techniques of stability balls 4.37 – 4.41 (B) Proper techniques of agility rings 4.42 – 4.44 (B) Flexibility 4.45 – 4.50 (B) <p>Introduction Circuit Training</p> <ul style="list-style-type: none"> Introduction 4.1 - 4.3 (B) Circuit training teacher introduction 4.4 (B) Circuit training student Introduction 4.5 (B) Whole Class Functional Equipment Workout 4.7 (B) Five For Life Circuit #1 4.8 – 4.9 (B) Five For Life Circuit #2 4.10 - 4.11 (B) Five for Life Circuit #3 4.12 - 4.13 (B) 		consequences for failure to comply with safety rules
Assessment	Authentic assessment & Activity logs from Five for Life Heart Rate Training	Circuit Training Student Assessment 4.14 – 4.15 (B) Answer Key 4.16 – 4.17 (B)	20 meter Pacer Assessment (FitnessGram)	Written quiz for proper use of functional equipment (in progress-Debbie and Geno)
Equipment/ Resources	<ul style="list-style-type: none"> Five for life Basic & Intermediate book Post Five for Life Heart Health Diamond Heart Rate Conversion Chart 2.39 Intensity DVD DVD player 	<ul style="list-style-type: none"> Dumbbells Weight bar Stretch bands Medicine ball Step box Stability ball Agility Rings 	<ul style="list-style-type: none"> Pacer CD Cones Audio Player 	Five for Life Intermediate book

		<ul style="list-style-type: none"> • Circuit training cards (Five for Life Teacher kit) • Music/speaker 		
Notes:			Five for Life Circuit Training Manuel (CTM)	

Timeframe: 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	<i>How does the FITT principle apply to Cardiorespiratory Endurance?</i>	<i>Why is goal setting important to me? What can I do to develop my cardiovascular endurance?</i>	<i>What are some examples of Locomotor Skills?</i>	<i>What does caring look like?</i>
Content <i>What will students know?</i>	Five components of Fitness (cont.) <u>Cardiorespiratory Endurance and the FITT principle</u>	Goal Setting Cardio Fitness Training	Locomotor Skills <ul style="list-style-type: none"> • Carioca • Side Slide • Run • Jog 	Caring
Standards	<p>3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.</p> <p>4.4 Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while to body is at rest.</p>	<p>3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.</p> <p>4.4 Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while to body is at rest.</p> <p>4.5 Describe the role of physical activity and nutrition in achieving physical fitness.</p>	<p>2.1 Identify key elements in the execution of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p>2.2 Analyze movement patterns and correct errors.</p>	<p>5.2 Accept responsibility for individual improvement.</p> <p>5.4 Explain and demonstrate the effect of expressing encouragement to others while participating in a group physical activity.</p>
Skills/ Activities <i>What will students do?</i>	Five components of fitness Cardiorespiratory Endurance <ul style="list-style-type: none"> • Introduction to Cardiorespiratory Endurance 1.27 & 1.28 (B) • Vocabulary 1.29 (B) • Oxygen Transport 1.32 (B) 	Goal Setting <ul style="list-style-type: none"> • Introduction 4.113 (B) • Vocabulary 4.114 (B) • Learning how to set goals 4.115 (B) Cardio Fitness Training	Locomotor skills to focus on: <ul style="list-style-type: none"> • Carioca • Side Slide • Run • Jog Locomotor Skills Circuit	Caring “encourage” Definition of Caring: Be kind

	<ul style="list-style-type: none"> • Cardiorespiratory Endurance activity 1.30 (B) • (Heart Health 2-5 minute run) • Capture the Oxygen 1.35 (B) 	<ul style="list-style-type: none"> • Mile Run • Partner Run • Pacer • Partner Pacer • Six Station Warm-up Station #1 pg. 11 (CTM) • Six Station Warm-up Station #2 pg. 12 (CTM) • Six Station Fitness Measurement Circuit pg. 19 (CTM) • Fitness Measurement Circuit pg. 20 (CTM) • 5 components of Fitness Circuit 1 p. 15 (CTM) • Five Components of Fitness Circuit 11 p. 16 (CTM) • Five Components of Fitness Circuit 111 p. 17 (CTM) 	<ul style="list-style-type: none"> • 4 corner warm-up Circuit #1 p. 8 (CTM) • 4 Corner Warm-up Circuit #2 p. 9 (CTM) • 4 Corner Warm-up Circuit #3 p. 1 • 6 Station Warm –up Circuit #1 p. 11 (CTM) • 6 Station Warm-up Circuit #2 p. 12 • 6 Station Warm-up Circuit #3 p. 10 (CTM) • Medicine Ball 4.27 – 4.29 (B) • Stability Ball 4.41 (B) <p>(Choose two circuits that work best for you).</p>	<p>Be compassionate and show you care</p> <p>Express gratitude</p> <p>Forgive others</p> <p>Help people in need</p> <p>*Incorporate into daily activities</p>
<p>Assessment</p> <p><i>How will students demonstrate their learning?</i></p>	<p>Heart Health Student Assessment 1.36 – 1.37 (B)</p> <p>Answer Key 1.38 – 1.39(B)</p>		<p>Student assessment</p>	<p>Teacher Observation</p>
<p>Equipment/ Resources</p>	<p>Five for life Basic & Intermediate book</p>	<ul style="list-style-type: none"> • Five for Life Fitness Equipment Handbook – Circuit Training (CTM) • Functional equipment • Circuit Training equipment • CD player 		<p>None</p>

Notes:		Circuit Training Manuel (CTM)		

Timeframe: 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	<i>How does the FITT Principle apply to the Muscular Strength and Muscular Endurance?</i>	<i>How can circuit training help to improve my fitness?</i>	<i>What are some examples of Non-Locomotor Skills?</i>	<i>Why is it important to Care?</i>
Content <i>What will students know?</i>	Five Components of Fitness (cont.) <i>Muscular Strength and Muscular Endurance</i>	Circuit Training	Non-Locomotor Skills <ul style="list-style-type: none"> • Bend • Twist • Ready Position 	Caring
Standards	<p>3.1 Assess one’s own muscle strength, muscle endurance, cardiorespiratory endurance, flexibility, and body composition by using a scientifically based health-related fitness assessment.</p> <p>3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.</p> <p>4.2 Identify physical activities that are effective in improving each of the five components of health-related physical fitness components.</p>	<p>3.1 Assess one’s own muscle strength, muscle endurance, cardiorespiratory endurance, flexibility, and body composition by using a scientifically based health-related fitness assessment.</p> <p>3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.</p> <p>4.2 Identify physical activities that are effective in improving each of the five components of health-related physical fitness components.</p>	<p>2.1 Identify key elements in the execution of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p>2.2 Analyze movement patterns and correct errors.</p>	<p>5.2 Accept responsibility for individual improvement.</p>
Skills/ Activities <i>What will students do?</i>	Five Components of Fitness (Cont.) Muscular Strength and Muscular Endurance and the FITT principle <ul style="list-style-type: none"> • Introduction 1.51 & 1.59(B) • Vocabulary 1.60 (B) • Muscular Strength & Endurance Tag 1.60 (B) 	Circuit Training <ul style="list-style-type: none"> • Five Components of Fitness Circuit #1 pg. 15 (CTM) • Five Components of Fitness Circuit #2 pg. 16 (CTM) • Five Components of Fitness Circuit #3 pg. 17 (CTM) 	Non-Locomotor Skills <ul style="list-style-type: none"> • Bend • Twist • Ready Position 	Caring Definition of Caring: Be kind Be compassionate

	<ul style="list-style-type: none"> • Muscle Check-up 1.53– 1.55 (B) • Curl-up Check 1.56 (B) 		<p>Activities</p> <ul style="list-style-type: none"> • Medicine Ball Twister p. 4.28 (B) • Stability Ball Wall Twist p. 4.41 (B) • Medicine Ball Squat Wall Toss p. 4.29 (B) • Medicine Ball Over Under p.4.27 (B) • Demonstrate and Practice Ready Position – refer to: http://www.chow.com/videos-on_2319_speed-drills-youth-sports-training.html 	<p>and show you care</p> <p>Express gratitude</p> <p>Forgive others</p> <p>Help people in need</p> <p>Incorporate into daily activities</p>
<p>Assessment <i>How will students demonstrate their learning?</i></p>	<p>Muscle Fitness Essentials Student Assessment 1.59 (B) Answer Key 1.61 – 1.62 (B)</p>		<p>Simple observation and correction to master Non-Locomotor skills</p>	<p>Teacher Observation</p>
<p>Equipment/ Resources</p>	<p>Five for Life Basic & Intermediate Book</p>	<ul style="list-style-type: none"> • Five for Life Fitness Equipment Handbook – Circuit Training (CTM) • Functional equipment • Circuit Training equipment • CD player 	<ul style="list-style-type: none"> • Medicine Ball • Five for Life Basic Book 	
<p>Notes:</p>		<p>CTM – Circuit Training Manuel</p>		

Timeframe: 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 <i>Why should I eat food from each of the food groups?</i> <i>What does diet really mean?</i> <i>How can I tell what nutrients are in the food I eat?</i> <i>How much water do I need?</i> <i>Is water really important? Why or why not?</i> <i>Why sleep?</i>	<i>Why should I eat food from each of the food groups?</i> <i>What does diet really mean?</i> <i>How can I tell what nutrients are in the food I eat?</i> <i>How much water do I need?</i> <i>Is water really important? Why or why not?</i> <i>Why sleep?</i>	<i>Am I making progress towards reaching my fitness goals?</i> <i>How do I know?</i>	<i>What are some examples of Non-Locomotor Skills?</i>	<i>Why is it important to show respect to others?</i>
Content <i>What will students know?</i>	Health <u>Nutrition</u> Healthy Habits <u>Hydration</u> <u>Nutrition</u> <u>Sleep</u>	Fitness Measurement Check In Goal Setting Revisited	Non-Locomotor Skills <ul style="list-style-type: none"> • Stationary Lunge • Pivot • Balance 	Respect
Standards	4.5 Describe the role of physical activity and nutrition in achieving physical fitness.	3.1 Assess one’s own muscle strength, muscle endurance, cardiorespiratory endurance, flexibility, and body composition by using a scientifically based health-related fitness assessment. 4.5 Describe the role of physical activity and nutrition in achieving physical fitness.	2.1 Identify key elements in the execution of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying. 2.2 Analyze movement patterns and correct errors.	5.2 Accept responsibility for individual improvement.
Skills/ Activities <i>What will students do?</i>	Health Nutrition Healthy Habits <ul style="list-style-type: none"> • Introduction – Healthy Food, Healthy Balance 2.4 (B) • Vocabulary – 2.5 (B) • Food Group Cube warm-up 	Fitness Measurement Check In <ul style="list-style-type: none"> • Six Station Fitness Measurement Circuit pg. 19 (CTM) • Performance Measurement Circuit pg. 21 (CTM) 	Non-Locomotor Skills <ul style="list-style-type: none"> • Stationary Lunge • Pivot • Balance Activity <ul style="list-style-type: none"> • Stability Ball Four and Two 	Respect Definition of Respect: Treat others with respect; follow the Golden Rule • Be

	<p>2.6 (B)</p> <ul style="list-style-type: none"> Food Group “My Plate” game <p>2.7 (B)</p> <p>Health: Sleep</p> <ul style="list-style-type: none"> Introduction - Sleep Log 2.64 Sleep Vocabulary 2.66 Sleep Log Activity 2.67 <p>Health: Hydration</p> <ul style="list-style-type: none"> Hydration Log/Introduction 2.79 Hydration Vocabulary 2.80 Water For Life Relay 2.85 	<p>Goal Setting revisited</p> <ul style="list-style-type: none"> Goal setting practice 4.117 (B) 	<p>Point Balance p. 4.37 (B)</p> <ul style="list-style-type: none"> Stability Ball Walkout Push-up 4.38 (B) Stability Ball Knee Tuck p. 4.40 (B) Weight Ball Lunge 4.22 (B) Pivot refer to Plyometric CD Balance Activities – T-bow, on a line (one foot, eyes closed), etc. 	<p>tolerant and accepting of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don’t threaten, hit or hurt anyone • Deal peacefully with anger, insults, and disagreements</p> <p>Incorporate into daily activities</p>
<p>Assessment</p> <p><i>How will students demonstrate their learning?</i></p>	<p>Food For Energy and Health Student Assessment 2.35 (B)</p> <p>Answer Key 2.37 – 2.38 (B)</p>		<p>Balance Challenge Assessment – How long can a student balance on a balance board, line with eyes closed, one foot balance, etc</p>	
<p>Equipment/ Resources</p>	<ul style="list-style-type: none"> Five for life Basic & Intermediate book 	<ul style="list-style-type: none"> Five for Life Fitness Equipment Handbook – Circuit Training (CTM) Functional equipment Circuit Training equipment CD player Fitness Testing Equipment 	<p>Plyometric CD</p>	
<p>Notes:</p>				

Timeframe: 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	<i>How does the FITT principle apply to Flexibility and Body Composition</i>	<i>How can Plyometrics improve my fitness?</i>	<i>What are some examples of Manipulative Skills?</i>	<i>How do you respect authority, equipment, self and others?</i>
Content <i>What will students know?</i>	Five components of Fitness (Cont.) <i>Flexibility and the FITT Principle</i> <i>Body Composition and the FITT Principle</i>	Plyometrics	Manipulative Skills Catching Frisbee Toss Jump rope (Basic)	Respect
Standards	<p>3.1 Assess one's own muscle strength, muscle endurance, cardiorespiratory endurance, flexibility, and body composition by using a scientifically based health-related fitness assessment.</p> <p>3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.</p> <p>4.2 Participate in moderate to vigorous physical activity a minimum of four days each week.</p>	<p>3.1 Assess one's own muscle strength, muscle endurance, cardiorespiratory endurance, flexibility, and body composition by using a scientifically based health-related fitness assessment.</p> <p>4.4 Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while to body is at rest.</p> <p>4.5 Describe the role of physical activity and nutrition in achieving physical fitness.</p>	<p>1.1 Demonstrate necessary techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p>2.1 Identify key elements in the execution of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p>2.2 Analyze movement patterns and correct errors.</p>	5.2 Accept responsibility for individual improvement.
Skills/ Activities <i>What will students do?</i>	<p>Five Components of Fitness Flexibility & Body Composition Flexibility</p> <ul style="list-style-type: none"> • Introduction – Stretch/Bend/Twist 1.65 (B) • Vocabulary 1.66 (B) • All Star Stretches 1.67 – 1.72 	<p>Plyometrics</p> <ul style="list-style-type: none"> • Plyometric CD • T-Bow (www.tbowusa.com) 	<p>Manipulative Skills Proper technique for throwing and catching a frisbee – refer to: http://www.sonoma.edu/kinesiology/pep/activity_catch2.shtml</p>	<p>Respect Definition of Respect: Treat others with respect; follow the</p>

	<p>(B)</p> <ul style="list-style-type: none"> • Teach Dynamic & Static Stretching 1.76 <p>Body Composition</p> <ul style="list-style-type: none"> • Introduction 1.89 (B) • Vocabulary 1.90 (B) • Health Body Balance Card Game 1.91 – 1.92 (B) Cards can be found on the Basic resource CD • Muscle Snatchers 1.93 (B) • Energy In Energy Out 1.94 (B) • Balance the Fat 1.95 (B) 		<p>Activities</p> <ul style="list-style-type: none"> • Frisbee Baseball • Frisbee Golf • Frisbee Basketball • Target Practice <p>Introduction to Basic Jump Rope</p> <p>Shoulders should be down and relaxed.</p> <p>Elbows stay in, close to the body and the wrists should remain slightly below the elbows when jumping in the rope.</p> <p>Use only the wrists to turn the rope, not the arms and shoulders.</p> <p>Keep the knees bent and the spine in a neutral position-good standing alignment</p> <p>Jump and land on the balls of the feet.</p> <p>Land softly-imagine the floor is glass.</p> <p>Stay low to the floor-just barely clearing the rope.</p> <p>Keep a nice high arc in the rope with</p>	<p>Golden Rule</p> <p>Be tolerant and accepting of differences</p> <p>Use good manners, not bad language</p> <p>Be considerate of the feelings of others</p> <p>Don't threaten, hit or hurt anyone</p> <p>Deal peacefully with anger, insults, and disagreements</p> <p>Incorporate into daily activities</p>
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Assessment <i>How will students demonstrate their learning?</i>	Post Five for Life Testing Stretch-Bend Student Assessment 1.73-1.74 (B) (Answer Key 1.75-1.76) Body Composition Student Assessment 1.96-1.97 (B) (Answer Key 1.98-1.99)		How many jumps can you do in a minute? Frisbee Target Assessment	
Equipment/ Resources	Five for life Basic & Intermediate book	<ul style="list-style-type: none"> • T-bow information: www.tbowusa.com • T-bows (class set) • Plyometric CD 	<ul style="list-style-type: none"> • Frisbee • Jump Ropes • Target of your Choice 	
Notes:				

Timeframe: 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	<i>Why do I need my bones? How do my muscles work and how can I get stronger?</i>	<i>How can improving my five components of fitness help me to improve my fitness scores?</i>	<i>What are some examples of Manipulative Skills?</i>	<i>Why is Fairness important?</i>
Content <i>What will students know?</i>	Movement <u><i>Skeletal system</i></u> <i>(Bones for Life)</i>	Circuit Training Cardiorespiratory Training	Manipulative Skills <ul style="list-style-type: none"> • Overhand throwing • Striking with an implement <ul style="list-style-type: none"> ○ Forehand ○ Batting 	Fairness
Standards	5.2 Accept responsibility for individual improvement. 5.4 Explain and demonstrate the effect of expressing encouragement to others while participating in a group physical activity.	3.1 Assess one’s own muscle strength, muscle endurance, cardiorespiratory endurance, flexibility, and body composition by using a scientifically based health-related fitness assessment. 4.2 Identify physical activities that are effective in improving each of the five components of health-related physical fitness components.	1.1 Demonstrate necessary techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying. 2.1 Identify key elements in the execution of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying. 2.2 Analyze movement patterns and correct errors.	
Skills/ Activities <i>What will students do?</i>	Movement: Skeletal System (Bones for Life) <ul style="list-style-type: none"> • Introduction 3.1 – 3.2 (B) • Vocabulary 3.6 (B) • Bone Health Tag 3.7 (B) 	Circuit Training <ul style="list-style-type: none"> • Five Components of Fitness Circuit #1 pg. 15 (CTM) • Five Components of Fitness Circuit #2 	Activities Overhand throwing Using various equipment (volleyballs, baseballs, softballs, tennis balls, sponge balls, whiffle ball, footballs, bean bags, etc) and activities to	Fairness Definition of Fairness:

	<ul style="list-style-type: none"> Bone Building Relay 3.8 (B) 	<ul style="list-style-type: none"> pg. 16 (CTM) Five Components of Fitness Circuit #3 <p>pg. 17 (CTM)</p> <p>Cardiorespiratory Training</p> <ul style="list-style-type: none"> Class competition Mile – 100 sticks given to the 1st 100 runners that cross the finish line. Class with the most sticks WINS!! Partner Pacer Pacer Fun Run Mile Relays with plyometrics 	<p>show the proper techniques of throwing – refer to: http://www.gloveradar.com/htdocs/g_r_rf.html</p> <p>Striking with and implement Using various equipment (bats, rackets, paddles, foot, hand, golf club, etc) and activities show the proper technique of striking.</p>	<p>Play by the rules</p> <p>Take turns and share</p> <p>Be open-minded; listen to others</p> <p>Don't take advantage of others</p> <p>Don't blame others carelessly</p> <p>Treat all people fairly</p> <p>Incorporate into daily activities</p>
<p>Assessment</p> <p><i>How will students demonstrate their learning?</i></p>	<p>Bone Health Student Assessment 3.9 – 3.10 (B) (Answer Key 3.11 – 3.12)</p> <p>Bone Names 3.13 (B) (Answer Key 3.14)</p>		<p>Overhand throwing Rubric</p> <p>Striking with an implement Rubric</p> <p>*Self Creative rubric</p>	
<p>Equipment/ Resources</p>	<p>Five for life Basic & Intermediate book</p>	<ul style="list-style-type: none"> Five for Life Fitness Equipment Handbook – Circuit Training (CTM) Functional equipment Circuit Training equipment CD player 	<p>Various Balls</p> <p>Striking implement of choice</p>	
<p>Notes:</p>			<p>These are suggested Rubrics that can be used if desired.</p>	

Timeframe: 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	<i>Why do I need my muscles? How do my muscles work and how can I get stronger?</i>	<i>How has my fitness improved?</i>	<i>What are combination skills?</i>	<i>What does trustworthiness look like?</i>
Content <i>What will students know?</i>	Movement <i>Muscular System</i> <i>(Muscles for Life)</i>	Post Fitness Testing	Dribbling with foot	Trustworthiness
Standards	<p>5.2 Accept responsibility for individual improvement.</p> <p>5.4 Explain and demonstrate the effect of expressing encouragement to others while participating in a group physical activity.</p>	<p>3.1 Assess one’s own muscle strength, muscle endurance, cardiorespiratory endurance, flexibility, and body composition by using a scientifically based health-related fitness assessment.</p> <p>4.5 Describe the role of physical activity and nutrition in achieving physical fitness.</p>	<p>1.1 Demonstrate necessary techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p>	<p>5.2 Accept responsibility for individual improvement.</p> <p>5.4 Explain and demonstrate the effect of expressing encouragement to others while participating in a group physical activity.</p>
Skills/ Activities <i>What will students do?</i>	<p>Movement: Muscular System (Muscles for Life)</p> <ul style="list-style-type: none"> • Introduction 3.15 – 3.17(B) • Muscle Motion 3.18-3.19(B) • Vocabulary 3.20 (B) • The Notion of Muscle Motion Song 3.21 (B) • Muscle Tag 3.22 (B) • Build Your Muscle Tag 3.23 (B) 	<p>Post Fitness Testing</p> <ul style="list-style-type: none"> • Height and weight 4.103 (B) • sit and reach 4.105 (B) • shoulder stretch • Push up 4.106 (B) • curl-up 4.107 (B) • trunk lift • 20 meter pacer 4.135 	<p>Dribbling with foot</p> <p>Skills and drills that focus on the proper technique of dribbling with the foot</p> <p>Activities</p> <ul style="list-style-type: none"> • Relays • Cone obstacle Course • 4 Goal soccer 	<p>Trustworthiness</p> <p>Definition of Trustworthiness: Be honest</p> <p>Don’t deceive, cheat, or steal</p> <p>Be reliable — do</p>

		<ul style="list-style-type: none"> • Mile 4.104 (B) Fitness Measurement Practice Circuit 4.108 (B) <p>* Refer to September curriculum map and FitnessGram cards. *Refer to current FitnessGram book</p>	<ul style="list-style-type: none"> • Shooting Drills • Basic Soccer Drills 	<p>what you say you'll do</p> <p>Have the courage to do the right thing</p> <p>Build a good reputation</p> <p>Be loyal — stand by your family, friends, and country</p> <p>Incorporate into daily activities</p>
<p>Assessment</p> <p><i>How will students demonstrate their learning?</i></p>	<p>Muscle Motion Student Assessment 3.24 – 3.25 (B) (Answer Key 3.26 – 3.27) Muscle Names 3.28 (B)</p>	<p>Fitness Measurements</p>	<p>Teacher Observation with focus on mastering the skill</p>	
<p>Equipment/ Resources</p>	<p>Five for life Basic & Intermediate book</p>	<p>Fitness Testing Equipment</p>	<ul style="list-style-type: none"> • Balls • Cones • Goals 	
<p>Notes:</p>				

Timeframe: Unit 9	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 is Cardiorespiratory Endurance? How can Cardiorespiratory Endurance be improved?</i>	Did I reach my Fitness Goals?	<i>What are Combination Skills?</i>	<i>What does it mean to be a good citizen?</i>
Content <i>What will students know?</i>	Movement <u>Cardiorespiratory System</u> <i>(Endurance for Life)</i>	Post Fitness Testing	Combination Skills Dribbling with Hand	Citizenship
Standards	<p>3.1 Assess one's own muscle strength, muscle endurance, cardiorespiratory endurance, flexibility, and body composition by using a scientifically based health-related fitness assessment.</p> <p>3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.</p> <p>4.2 Identify physical activities that are effective in improving each of the five components of health-related physical fitness components.</p> <p>4.4 Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while to body is at rest.</p>	<p>3.3 Develop individual goals for each of the five components of health-related physical fitness.</p> <p>4.5 Describe the role of physical activity and nutrition in achieving physical fitness.</p> <p>5.2 Accept responsibility for individual improvement.</p>	<p>1.1 Demonstrate necessary techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p>2.1 Identify key elements in the execution of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p>2.2 Analyze movement patterns and correct errors.</p>	<p>5.2 Accept responsibility for individual improvement.</p>

<p>Skills/ Activities</p> <p><i>What will students do?</i></p>	<p>Movement: Cardiorespiratory System (Cardiorespiratory Endurance for Life)</p> <ul style="list-style-type: none"> • Introduction – Heart Health Pyramid 4.54-4.55 (B) • Vocabulary 4.56 (B) • Introduction to Intensity 4.57 – 4.58 (B) • Five for Life Activity Log 2.45 • Activity Log Card Game 4.68 – 4.69 (B) • Pacer • One Mile Run • Energy In Energy Out 1.94 (B) 	<p>Post Fitness Testing</p> <ul style="list-style-type: none"> • Height and Weight 4.103 (B) • Sit and Reach 4.105 (B) • Shoulder Stretch • Push up 4.106 (B) • Curl-up 4.107 (B) • Trunk Lift • 20 Meter Pacer 4.135 • Mile 4.104 (B) • Fitness Measurement Practice Circuit 4.108 (B) <p>*Refer to current FitnessGram book</p> <p>* Refer to September curriculum map and fitness cards.</p>	<p>Combination Skills Dribbling with Hand</p> <ul style="list-style-type: none"> • Skills and drills that focus on the proper technique of dribbling with the hand <p>Activities</p> <ul style="list-style-type: none"> • Relays • Cone Obstacle Course • Dribbling Drills • Basic Basketball Drills 	<p>Citizenship Definition of Citizenship:</p> <p>Do your share to make your school and community better</p> <p>Cooperate</p> <p>Get involved in community affairs</p> <p>Stay informed; vote</p> <p>Be a good neighbor</p> <p>Obey laws and rules</p> <p>Respect authority</p> <p>Protect the environment</p> <p>Volunteer</p> <p>Incorporate into daily activities</p>
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<p>Assessment</p> <p><i>How will students demonstrate their learning?</i></p>	<p>Heart Health Student Assessment 4.78 – 4.79 (B)</p>	<p>Fitness Measurements</p>	<p>Teacher observation with focus on mastering the skill</p>	
<p>Equipment/ Resources</p>	<p>Five for life Basic & Intermediate book</p>	<p>Fitness Testing Equipment</p>		
<p>Notes:</p>				