

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 questions frame the main theme or idea you want students to explore and grapple with?</i>	Why is fitness important?	How can fitness be measured? Why are fitness scores important to overall health planning?	What are some examples of locomotor skills?	How can I be a successful 8 th grade physical education student?
Content <i>What will students know?</i>	Five Components of Fitness	Pre Fitness Measurement pg. 4.116-4.126	Locomotor Skills	Physical Education Orientation
Standards	3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, cardiorespiratory endurance, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment.	3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, cardiorespiratory endurance, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment. 3.2 Assess individual personal physical fitness periodically to assess the attainment or progress toward reaching individual fitness goals and then refine goals in each of the five components of health-related fitness. 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week. 4.3 Identify ways of increasing physical activity in routine daily activities. 4.6 Explain the different types of conditioning for different physical activities.	2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.	5.2 Organize and work cooperatively with a group to achieve the goals of the group.

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
Skills/ Activities <i>What will students do?</i>	Five Components of Fitness Unit (Five for Life) <ul style="list-style-type: none"> • Student Introduction pg. 1.4 • Vocabulary and definitions pg. 1.6 • Cardiorespiratory Endurance Activity pg. 1.8 • Muscular Strength & Endurance Activity pgs. 1.14 • Flexibility pgs. 1.20, 1.21 or 1.22 • Body Composition Explanation pgs. 1.27 and 1.28 	Pre Fitness Measurements Examples from FitnessGram Manual <ul style="list-style-type: none"> • Introduction pg. 1 • Explanation & Protocols pgs. 29 • Pacer pg. 29 • Curl-up pg. 46 • Push-up pg. 51 • Sit & Reach pg. 57 • Shoulder Stretch pg. 59 • Trunk Lift pg. 49 • One Mile Run pg. 33 • Height and Weight pg. 42 	Locomotor Skills (daily warm-ups ongoing through out year) <ul style="list-style-type: none"> • Skipping • Gallop • Carioca • High Knees • Bottom Kicks • Back Pedal • Run • Side Slide • Jog 	Orientation <ul style="list-style-type: none"> • Course syllabus • Locker room procedures • Class rules • Uniform expectations • Lock procedures and cards
Assessment <i>How will students demonstrate their learning?</i>	Five for Life Intermediate Multiple Choice Pre-test Quiz pgs. 1.35 and 1.36	Fitnessgram Pre-testing	Teacher Observation	
Equipment/ Resources	Five For Life Intermediate Manual	Fitnessgram Manual Sit & Reach Box, weight scale, height chart, stop watches, mats, FitnessGram CD and audio system, recording sheet, Welnet	Five For Life Intermediate Manual	
Notes:	Contact District Office for hard copies of test or reserve computer lab if needed for testing.			

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	<i>What is my intensity level during activity? How active am I?</i>	<i>What is my current level of fitness and how can I improve or maintain this level?</i>	<i>How do particular/ Non-Locomotor skills apply to various activities?</i>	Why is it important to work together for a common goal or purpose?
Content	5 Levels of Intensity Heart Rate Training (Heart Health Pyramid)	Goal Setting Unit Plyometrics (ongoing) Circuit Training Unit (ongoing) Flexibility (ongoing)	Non-Locomotor Skills	Responsibility
Standards	3.2 Assess individual personal physical fitness periodically to assess the attainment or progress toward reaching individual fitness goals and then refine goals in each of the five components of health-related fitness.	3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.	1.4 Apply locomotor, non-locomotor, and manipulative skills to team physical activities and/or dance. 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.	5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants. 5.2 Organize and work cooperatively with a group to achieve the goals of the group. 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

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
Skills/ Activities	<p>5 Levels of Intensity</p> <ul style="list-style-type: none"> • Intensity DVD • Five for Life Activity Diamond Intensity Levels p 2.34-2.35 • Intensity Five Card Draw (Resource CD) • Five for Life Activity Diamond Intensity Level Circuit p 2.36-2.39 <p>Heart Rate Training</p> <ul style="list-style-type: none"> • Two finger manual pulse • Introduction to Age-adjusted Heart Rate Formula p 2.31 <ul style="list-style-type: none"> ○ Heart Rate Calculations Worksheet p 2.32-2.33 ○ Activity Diamond 2.43 • Heart Rate Worksheet • Heart Health Pyramid p 4.78 	<p>Goal Setting Unit pg. 4.147-4.148</p> <ul style="list-style-type: none"> • Introduction pg. 4.150 • Practice pg. 4.154 <p>Plyometrics – 4.51-4.59TBD</p> <p>Circuit Training pg. 4.42</p> <ul style="list-style-type: none"> • Introduction pg. 4.45-4.46 • Vocabulary Review pg. 4.47 • Circuit #1 - Choose one of the following “warm-up” circuits pgs. 4.51- 4.55 • Circuit #2 – Choose one of the “Five Components” circuits pgs. 4.56- 4.59 • Circuit #3 – Individual components of fitness circuits; Pgs. 4.60-4.65 	<p>Non-Locomotor Skills</p> <ul style="list-style-type: none"> • Stationary lunge • Pivot • Balance • Bend • Twist • Ready position 	<p>Responsibility</p> <ul style="list-style-type: none"> • Incorporate into daily lessons
Assessment	Heart Rate Calculation Worksheet p 2.23 (formative)	Goal Setting for Life 4.154-4.155 WELNET Goal Setting	Teacher Observation	
Equipment/ Resources	Five for Life Manual Five for Life Resource CD for Intensity Activity	Five for Life Manual Station Cards and Cones Supplemental Equipment as Needed	As determined by teacher	
Notes:				

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>What questions frame the main theme or idea you want students to explore and grapple with?</i>	How does the FITT principle apply to cardiorespiratory endurance?	Why do we participate in cardiorespiratory endurance fitness activities?	How do you position your body when catching or throwing different objects?	Why is it important to encourage your teammates?
Content <i>What will students know?</i>	Five Components of Fitness (cont.) Cardiorespiratory Endurance & the FITT Principle	Cardiorespiratory Endurance Fitness	Manipulative Skills Combination Skills Complex Skills	Caring
Standards	3.2 Assess individual personal physical fitness periodically to assess the attainment or progress toward reaching individual fitness goals and then refine goals in each of the five components of health-related fitness. 4.6 Explain the different types of conditioning for different physical activities.	3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.	1.4 Apply locomotor, non-locomotor, and manipulative skills to team physical activities and dance. 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity	5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants. 5.2 Organize and work cooperatively with a group to achieve the goals of the group. 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

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
Skills/ Activities <i>What will students do?</i>	Five Components of Fitness: Cardiorespiratory and the FITT Principle <ul style="list-style-type: none"> • Student Introduction p 1.42 • Vocabulary p 1.44 • Cardio FITT Pin p 1.45 • FITT Principle Cardiorespiratory Endurance p 1.47-1.49 	Cardiorespiratory Endurance Fitness <ul style="list-style-type: none"> • Mile Run • Pacer • HIIT Activities (TBD) Circuit Training	Manipulative Skills: <ul style="list-style-type: none"> • Overhand Throwing • Catching • Jump Rope (basic) • Striking with and implement (forehand and batting) • Frisbee toss Combination Skills: <ul style="list-style-type: none"> • Dribble (with hand or foot) while moving • Pass while moving • Strike while moving Complex Skills <ul style="list-style-type: none"> • Basic offensive and defensive skills in low-organized game/activity (correct positioning) • Run, dodge, twist, start, stop while making decisions (tag) 	Incorporate into daily lessons
Assessment <i>How will students demonstrate their learning?</i>	Student Assessment p 1.52-1.53	Participation Point Time Scale	Teacher observation. Peer to Peer assessment.	
Equipment/ Resources	Five for Life Intermediate Manual	Fitnessgram CD and audio system, recording sheet, and stopwatch	Determined by teacher	
Notes:				

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>What questions frame the main theme or idea you want students to explore and grapple with?</i>	How does the FITT principle apply to muscular strength and muscular endurance?	Why do we participate in muscular strength and muscular endurance fitness activities?	What are the advantages of properly executing manipulative skills in activities and sports? Why are combination skills important for success in various sports? How will mastery of complex skills improve your activity/game?	Why is it important to be supportive and inclusive of all fellow students?
Content <i>What will students know?</i>	Five Components of Fitness (cont.) Muscular Strength & Muscular Endurance & the FITT Principle	Muscular Strength and Muscular Endurance Fitness	Manipulative Skills Combination Skills Complex Skills	Caring
Standards	4.6 Explain the different types of conditioning for different physical activities.	3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.	1.4 Apply locomotor, non-locomotor, and manipulative skills to team physical activities and dance. 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity	5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants. 5.2 Organize and work cooperatively with a group to achieve the goals of the group. 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

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
Skills/ Activities <i>What will students do?</i>	Five Components of Fitness (cont.) Muscular Strength & Muscular Endurance & the FITT Principle <ul style="list-style-type: none"> • Student Introduction p 1.59 • Vocabulary p 1.60 • FITT principle muscular strength and muscular endurance p 1.61 • Intermediate curl-up check p 1.64 • Muscular strength and endurance FITT plan p 1.66 	Muscular Strength and Muscular Endurance Fitness Circuit Training pg. 4.42 <ul style="list-style-type: none"> • Circuit #1 - Choose one of the following “warm-up” circuits pgs. 4.51- 4.55 • Circuit #2 – Choose one of the “Five Components” circuits pgs. 4.58- 4.56 • Circuit #3 – Individual components of fitness circuits <ul style="list-style-type: none"> • Sports Skills Circuit 4.66-4.67 	Manipulative Skills: <ul style="list-style-type: none"> • Overhand Throwing • Catching • Jump Rope (basic) • Striking with and implement (forehand and batting) • Frisbee toss Combination Skills: <ul style="list-style-type: none"> • Dribble (with hand or foot) while moving • Pass while moving • Strike while moving Complex Skills <ul style="list-style-type: none"> • Basic offensive and defensive skills in low-organized game/activity (correct positioning) • Run, dodge, twist, start, stop while making decisions (tag) 	Caring <ul style="list-style-type: none"> • Incorporate into daily lessons
Assessment <i>How will students demonstrate their learning?</i>	Student assessment p 1.68	Teacher-based Observation	Teacher observation. Peer to Peer assessment.	
Equipment/ Resources	Five for Life Intermediate Manual	Five for Life Manual Station Cards and Cones Supplemental Equipment as Needed	Determined by teacher	
Notes:				

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>What questions frame the main theme or idea you want students to explore and grapple with?</i>	<i>How does eating the correct daily amounts of food affect my long-term health?</i> <i>Can changing nutritional habits produce the desired health benefits?</i> <i>How can I sleep better?</i>	Why is it important to reassess my fitness-based goals and make adjustments as needed?	<i>What are the advantages of properly executing manipulative skills in activities/sports?</i> <i>Why are combination skills important for success in various sports?</i> <i>How will mastery of complex skills improve your activity/game?</i>	Why is it important to accept the outcome of the officials ruling?
Content <i>What will students know?</i>	Health: Nutrition Healthy Habits: Sleep	Goal Setting Check-in	Manipulative Skills Combination Skills Complex Skills	Respect
Standards	4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.	3.2 Assess individual personal physical fitness periodically to assess the attainment or progress toward reaching individual fitness goals and then refine goals in each of the five components of health-related fitness. 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.	1.4 Apply locomotor, non-locomotor, and manipulative skills to team physical activities and dance. 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity	5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants. 5.2 Organize and work cooperatively with a group to achieve the goals of the group. 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

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
<p>Skills/ Activities</p> <p><i>What will students do?</i></p>	<p>Health: Nutrition</p> <ul style="list-style-type: none"> • Student introduction p 2.4 • Vocabulary p 2.6 • Run Yummy Run p 2.7 • Energy Cube Warm-up p 36 (Nutrition manual) • Ultimate Energy Pin Down p 2.9 • Food Label Activity p 2.15-2.17 <p>Healthy Habits: Sleep</p> <ul style="list-style-type: none"> • Student Introduction p 2.64 • Vocabulary p 2.66 • Personal (Self) Assessment of sleep (TBD) <p>Hydration</p> <ul style="list-style-type: none"> • Student Intro. 2.71 • Vocabulary 2.80 • My Hydration 2.81 • Hydration Log 2.82 	<p>Goal Setting Check-in</p> <ul style="list-style-type: none"> • Pacer pg. 29 • Curl-up pg. 46 • Push-up pg. 51 • Sit & Reach pg. 57 • Shoulder Stretch pg. 59 • Trunk Lift pg. 49 • One Mile Run pg. 33 • Weight pg.42 <p>Circuit Training</p> <ul style="list-style-type: none"> • Six Station Fitness Measurement Circuit (Five for Life Circuit Training Book p 19-21) 	<p>Manipulative Skills:</p> <ul style="list-style-type: none"> • Overhand Throwing • Catching • Jump Rope (basic) • Striking with and implement (forehand and batting) • Frisbee toss <p>Combination Skills:</p> <ul style="list-style-type: none"> • Dribble (with hand or foot) while moving • Pass while moving • Strike while moving <p>Complex Skills</p> <ul style="list-style-type: none"> • Basic offensive and defensive skills in low-organized game/activity (correct positioning) • Run, dodge, twist, start, stop while making decisions (tag) 	<p>Incorporate into daily lessons</p>
<p>Assessment</p> <p><i>How will students demonstrate their learning?</i></p>	<ul style="list-style-type: none"> • Food Label Activity Worksheet p 2.17 • Self-assessment of sleep 	<p>Informal Student and/or Teacher Assessment</p>	<p>Teacher observation. Peer to Peer assessment.</p>	
<p>Equipment/ Resources</p>	<p>Five for Life Intermediate Manual</p>	<p>FitnessGram Manual Sit & Reach Box, weight scale, height chart, stop watches, mats, FitnessGram CD and audio system, recording sheet, Welnet</p>	<p>Determined by teacher</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>What questions frame the main theme or idea you want students to explore and grapple with?</i>	How does the FITT principle apply to flexibility? How does the FITT principle apply to body composition?	How does circuit training improve my body composition?	What are the advantages of properly executing manipulative skills in activities and sports? Why are combination skills important for success in various sports? How will mastery of complex skills improve your activity/game?	Why is it important to show appreciation and respect for the opponent?
Content <i>What will students know?</i>	Five Components of Fitness (cont.) Flexibility & the FITT Principle Body Composition & the FITT Principle	Circuit Training	Manipulative Skills Combination Skills Complex Skills	Respect
Standards	4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.	3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.	1.4 Apply locomotor, non-locomotor, and manipulative skills to team physical activities and dance. 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity	5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants. 5.2 Organize and work cooperatively with a group to achieve the goals of the group. 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

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
<p>Skills/ Activities</p> <p><i>What will students do?</i></p>	<p>Five Components of Fitness (cont.) Flexibility & the FITT Principle</p> <ul style="list-style-type: none"> • Student Introduction p 1.75 • Vocabulary p 1.76 • Create a stretching routine p 1.77 • Flexibility FITT Plan p 1.79 (Teach as a group activity executed in class, not individual student homework) • Static and dynamic stretching activities <p>Five Components of Fitness (cont.) Body Composition & the FITT Principle</p> <ul style="list-style-type: none"> • Student Introduction p 1.88 • Vocabulary 1.89 • Energy in Energy out for FITT p 1.92 • Healthy Body Balance Card Game for FITT p 1.94-1.95 	<p>Circuit Training</p> <ul style="list-style-type: none"> • Flexibility Circuit p 4.65 • Five Components of Fitness Circuits I, II, and III (Five for Life Circuit Training Book p 15-17) • Circuit #1 - Choose one of the following “warm-up” circuits pgs. 4.51- 4.55 • Circuit #2 – Choose one of the “Five Components” circuits pgs. 4.58- 4.56 • Circuit #3 – Individual components of fitness circuits <ol style="list-style-type: none"> 1. Flex. Circuit 4.65 2. 5 Comp. Fitness Circuit II 4.59 3. Cardio. Endurance Circuit 4.60 4. Mus. Strength and End. 4.62 5. Flexibility Circuit 4.64 6. Sports Skills Circuit 4.66 7. VB Sports Skills Circuit 4.68 8. What’s My Purpose? 4.69 	<p>Manipulative Skills:</p> <ul style="list-style-type: none"> • Overhand Throwing • Catching • Jump Rope (basic) • Striking with and implement (forehand and batting) • Frisbee toss <p>Combination Skills:</p> <ul style="list-style-type: none"> • Dribble (with hand or foot) while moving • Pass while moving • Strike while moving <p>Complex Skills</p> <ul style="list-style-type: none"> • Basic offensive and defensive skills in low-organized game/activity (correct positioning) • Run, dodge, twist, start, stop while making decisions (tag) 	<p>Incorporate into daily lessons</p>
<p>Assessment</p> <p><i>How will students demonstrate their learning?</i></p>	<p>Teacher Observation Pair-share reflection questions Student Assessment p 1.96-1.97</p>	<p>Teacher Observation</p>	<p>Teacher observation. Peer to Peer assessment.</p>	
<p>Equipment/ Resources</p>	<p>Five for Life Intermediate Manual</p>	<p>Five for Life Circuit Training Book Five for Life Intermediate Manual</p>	<p>Determined by teacher</p>	
<p>Notes:</p>				

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>What questions frame the main theme or idea you want students to explore and grapple with?</i>	How can I keep my bones healthy and strong?	How do fitness activities affect my bone health? How hard should I be exercising?	What are the advantages of properly executing manipulative skills in activities and sports? Why are combination skills important for success in various sports? How will mastery of complex skills improve your activity/game?	What are the benefits of playing fair in activities and how does this apply to your everyday life?
Content <i>What will students know?</i>	Movement: Skeletal System (Bones for Life)	Circuit Training	Manipulative Skills Combination Skills Complex Skills	Fairness
Standards	4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.	3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.	1.4 Apply locomotor, non-locomotor, and manipulative skills to team physical activities and dance. 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity	5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants. 5.2 Organize and work cooperatively with a group to achieve the goals of the group. 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

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
Skills/ Activities <i>What will students do?</i>	Movement: Skeletal System (Bones for Life) <ul style="list-style-type: none"> • Student Introduction 3.4-3.6 • Vocabulary p 3.7 • Skeleton Basketball p 3.8-3.9 • Bones for Life Circuit p 3.10-3.11 • Bone Density Tag p 3.12-3.13 	Circuit Training <ul style="list-style-type: none"> • Individual Component of Fitness Circuit: Cardiorespiratory Endurance Circuit p 4.60-4.61 • Five Components of Fitness Circuits I, II, and III (Five for Life Circuit Training Book p 15-17) • Circuit #1 - Choose one of the following “warm-up” circuits pgs 4.51- 4.55 • Circuit #2 – Choose one of the “Five Components” circuits pgs 4.58- 4.56 • Circuit #3 – Individual components of fitness circuits 	Manipulative Skills: <ul style="list-style-type: none"> • Overhand Throwing • Catching • Jump Rope (basic) • Striking with and implement (forehand and batting) • Frisbee toss Combination Skills: <ul style="list-style-type: none"> • Dribble (with hand or foot) while moving • Pass while moving • Strike while moving Complex Skills <ul style="list-style-type: none"> • Basic offensive and defensive skills in low-organized game/activity (correct positioning) • Run, dodge, twist, start, stop while making decisions (tag) 	Incorporate into daily lessons
Assessment <i>How will students demonstrate their learning?</i>	<ul style="list-style-type: none"> • Bones for Life Circuit Worksheet p 3.11 • Student Assessment p 3.17-3.18 and/or 3.21 	Teacher and/or Student /Peer to Peer Assessment	Teacher observation. Peer to Peer assessment.	
Equipment/ Resources	Five for Life Intermediate Manual Skeleton from Resource CD	Five for Life Intermediate Manual	Determined by teacher	
Notes:				

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>What questions frame the main theme or idea you want students to explore and grapple with?</i>	How can I keep my muscles healthy and strong?	How was I able to achieve my fitness goals? Why should I continue to create new fitness goals?	What are the advantages of properly executing manipulative skills in activities and sports? Why are combination skills important for success in various sports? How will mastery of complex skills improve your activity/game?	How can peer modeling improve the ability levels of all students?
Content <i>What will students know?</i>	Movement: Muscular System (Muscles for Life)	Post Fitness Measurement 4.116	Manipulative Skills Combination Skills Complex Skills	Trustworthiness
Standards	4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.	3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, cardiorespiratory endurance, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment. 3.2 Assess individual personal physical fitness periodically to assess the attainment or progress toward reaching individual fitness goals and then refine goals in each of the five components of health-related fitness. 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week. 4.3 Identify ways of increasing physical activity in routine daily activities. 4.6 Explain the different types of conditioning for different physical activities.	1.4 Apply locomotor, non-locomotor, and manipulative skills to team physical activities and dance. 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity	5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants. 5.2 Organize and work cooperatively with a group to achieve the goals of the group. 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

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
Skills/ Activities <i>What will students do?</i>	Movement: Muscular System (Muscles for Life) <ul style="list-style-type: none"> • Student introduction p 3.26-3.28 • Vocabulary p 3.29 • Muscles in Motion p 3.30 • Muscles for Life Circuit p 3.31-3.32 (no worksheet) • Score Four For Life p 3.37 	Post Fitness Measurement 4.116 <ul style="list-style-type: none"> • Introduction pg. 1 • Explanation & Protocols pgs. • Pacer pg. 29 • Curl-up pg. 46 • Push-up pg. 51 • Sit & Reach pg. 57 • Shoulder Stretch pg. 59 • Trunk Lift pg. 49 • One Mile Run pg. 33 • Height and Weight pg. 42 	Manipulative Skills: <ul style="list-style-type: none"> • Overhand Throwing • Catching • Jump Rope (basic) • Striking with and implement (forehand and batting) • Frisbee toss Combination Skills: <ul style="list-style-type: none"> • Dribble (with hand or foot) while moving • Pass while moving • Strike while moving Complex Skills <ul style="list-style-type: none"> • Basic offensive and defensive skills in low-organized game/activity (correct positioning) • Run, dodge, twist, start, stop while making decisions (tag) 	Trustworthiness <ul style="list-style-type: none"> • Incorporate into daily lessons
Assessment <i>How will students demonstrate their learning?</i>	Muscles Names p 3.46 Student Assessment 2.46	Fitnessgram Post-testing	Teacher observation. Peer to Peer assessment.	
Equipment/ Resources	<ul style="list-style-type: none"> • Five for Life Intermediate Manual • Copies of Muscle Names Assessment p 2.46 	FitnessGram Manual Sit & Reach Box, weight scale, height chart, stop watches, mats, FitnessGram CD and audio system, recording sheet, WELNET	Determined by teacher	
Notes:				

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 questions frame the main theme or idea you want students to explore and grapple with?</i>	Do I need cardiorespiratory endurance? Why or why not? What influences the cardiovascular system? What influences the respiratory system?	How can I create additional opportunities to improve my physical fitness?	What are the advantages of properly executing manipulative skills in activities and sports? Why are combination skills important for success in various sports? How will mastery of complex skills improve your activity/game?	Why is it important to maintain self-control?
Content <i>What will students know?</i>	Movement: Cardiorespiratory System (Cardiorespiratory Endurance for Life)	Post Fitness Measurement p 4.116	Manipulative Skills Combination Skills Complex Skills	Citizenship
Standards	4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.	3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, cardiorespiratory endurance, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment. 3.2 Assess individual personal physical fitness periodically to assess the attainment or progress toward reaching individual fitness goals and then refine goals in each of the five components of health-related fitness. 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week. 4.3 Identify ways of increasing physical activity in routine daily activities. 4.6 Explain the different types of conditioning for different physical activities.	1.4 Apply locomotor, non-locomotor, and manipulative skills to team physical activities and dance. 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity	5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants. 5.2 Organize and work cooperatively with a group to achieve the goals of the group. 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

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
Skills/ Activities <i>What will students do?</i>	Movement: Cardiorespiratory System (Cardiorespiratory Endurance for Life) <ul style="list-style-type: none"> • Student Introduction p 3.51 • Vocabulary 3.53 • Risk Factor Four Square p 3.60-3.61 • Anaerobic and aerobic p 3.62-3.64 • Bad Habit Relay p 3.56-3.57 • Oxygen Express p 3.58-3.59 	Post Fitness Measurement 4.116 <ul style="list-style-type: none"> • Introduction pg. 1 • Explanation & Protocols pgs. • Pacer pg. 29 • Curl-up pg. 46 • Push-up pg. 51 • Sit & Reach pg. 57 • Shoulder Stretch pg. 59 • Trunk Lift pg. 49 • One Mile Run pg. 33 • Height and Weight pg. 42 	Manipulative Skills: <ul style="list-style-type: none"> • Overhand Throwing • Catching • Jump Rope (basic) • Striking with and implement (forehand and batting) • Frisbee toss Combination Skills: <ul style="list-style-type: none"> • Dribble (with hand or foot) while moving • Pass while moving • Strike while moving Complex Skills <ul style="list-style-type: none"> • Basic offensive and defensive skills in low-organized game/activity (correct positioning) • Run, dodge, twist, start, stop while making decisions (tag) 	Incorporate into daily lessons
Assessment <i>How will students demonstrate their learning?</i>	Peer to Peer Assessment Teacher Observation	Fitnessgram Post-testing	Teacher observation. Peer to Peer assessment.	
Equipment/ Resources	FitnessGram Manual	FitnessGram Manual Sit & Reach Box, weight scale, height chart, stop watches, mats, FitnessGram CD and audio system, recording sheet, WELNET	Determined by teacher	
Notes:				