

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>	How do the five components of fitness impact my life?	How can I use my fitness testing scores? How do I set SMART goals? 4.150, 4.148	What are locomotor and non-locomotor skills?	How is my fitness related to my social activities and emotional wellness? 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	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

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Standards	2.2 Participate in enjoyable and challenging physical activities that develop and maintain the components of physical fitness at least four days per week.	2.4 Use physical fitness test results to set and adjust goals to improve 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 Accept personal responsibility to maintain a physically and emotionally safe and non-threatening environment for physical activity. 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
Skills/ Activities <i>What will students do?</i>	Five Components of Health Related Fitness <ul style="list-style-type: none"> • Introduction pg. 1.4, 1.6 • Five minute heart health walk and jog pg. 1.8 • Muscle Endurance and Muscle Strength Activity pg. 1.13 • Flexibility Activity pg. 1.18 • Static and Dynamic Stretching pg. 1.20 • Body Composition Explanation pg. 1.26 • Energy In/Energy Out pg. 1.27 	Fitness Measurements <ul style="list-style-type: none"> • Student Introduction pg. 4.123 • Curl-ups • Push-ups • Backsaver sit and reach or Shoulder stretch • Pacer or mile run • Trunk Lift • Height and Weight Goal Setting <ul style="list-style-type: none"> • Goal Setting for Life lesson 4.152 lesson 	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

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Assessment <i>How will students demonstrate their learning?</i>	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	<ul style="list-style-type: none"> • Fitnessgram Protocol 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 	
Notes:				

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	How do different activities impact your intensity? How can I use the FITT principle to improve my fitness? How do I use the principles of OPST to improve my performance?	How can I design a circuit training plan to improve my health and fitness?	What skills can I use in a training program? What motor skills are used in each sport?	How can I safely incorporate circuit training into my lifestyle? How can I work with my classmates to improve our fitness?

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Content	Training Principles: Frequency Intensity Time Type (FITT), Overload Progression Specificity Time (OPST)	Cardiorespiratory Endurance Training Circuit Training 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 Complex skills: Run, dodge, twist, start, stop while making decisions to follow game rules and procedures Refer to Motor Skill by Sport document as you rotate	Choosing good activities (self management) Building intrinsic motivation Finding social support Building positive attitudes Safety in circuit training

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Standards	<p>1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and team sports.</p> <p>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.</p> <p>2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.</p>	<p>1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and team sports.</p> <p>2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.</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 of skill acquisition and performance in aquatic, rhythms/dance, and team sports.</p> <p>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.</p> <p>2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.</p>	<p>3.1 Accept personal responsibility to maintain a physically and emotionally safe and non-threatening environment for physical activity.</p> <p>3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.</p> <p>3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.</p>

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	Training Principles: FITT, OPST <ul style="list-style-type: none"> • Student Introduction 1.36-1.37 • Cardiorespiratory Endurance Recording Activity 1.38-1.39 • Muscular Strength and Muscular Endurance Recording Activity 1.41-1.44 	Cardiorespiratory Training <ul style="list-style-type: none"> • Running, Pacer, Stationary Bike, Elliptical, Jump Rope Circuit Training <ul style="list-style-type: none"> • Five Components of Fitness Circuits 4.56 • Design and Safety 4.48 • Four Corners Warm Up Circuit 4.52 • Cardiorespiratory endurance circuit 4.60 Functional Training <ul style="list-style-type: none"> • Introduce one per week 	<ul style="list-style-type: none"> • Cardiorespiratory Training • Circuit Training • Functional Training • Various sports 	Circuit Training safety 4.48 Teacher-student discussion about social and emotional benefits of exercise
Assessment	Training Principles Student Assessment 1.45	What is my purpose circuit? 4.69 Training Principles Student Assessment 1.45	Observation Skill testing by sport activity	Observation Students answer the essential question
Equipment/ Resources	<ul style="list-style-type: none"> • Cardiorespiratory Endurance Recording Sheet • Heart Rate Monitors 	<ul style="list-style-type: none"> • Weight bars • Medicine balls • Stability balls • Agility rings • Step boxes • Stretch bands • Stationary cardio equipment 	<ul style="list-style-type: none"> • Weight bars • Medicine balls • Stability balls • Agility rings • Step boxes • Stretch bands • Stationary cardio equipment • Various sport equipment 	
Notes:				

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	Why is cardiorespiratory endurance important?	How can I improve my cardiorespiratory system?	How do locomotor skills affect 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: walking, running, jogging, jumping, skipping, galloping, high knees, butt kicks, carioca, back pedal Non-locomotor: burpee, squat, push up, sit up, plank, bridge Combination skills: jump rope Refer to Motor Skill by Sport document as you rotate	Finding social support Building intrinsic motivation Building positive self perceptions Thinking critically

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
Standards	2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.	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.	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 Accept personal responsibility to maintain a physically and emotionally safe and non-threatening environment for physical activity. 3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace. 3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.

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	<ul style="list-style-type: none"> • Student introduction 3.4-3.5 • Advanced Cardiorespiratory Relay 3.7 	<ul style="list-style-type: none"> • Aerobic vs Anaerobic 3.10 • Heart Health Pyramid introduction 4.80-4.83 • Starting with a heart rate monitor 4.84 	<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	Cardiorespiratory System for Life 3.11	<ul style="list-style-type: none"> • Observation • Fitnessgram Pacer test • Mile run • Step test 	Observation Students answer the essential questions
Equipment/ Resources	Scooters Mats Hula Hoops	Heart rate monitors (wrist, or hand held)	<ul style="list-style-type: none"> • Fitnessgram Protocol and Music CD • Physical Best Specialists • Portable Sound System • Step boxes 	
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 do my bones and muscles work together?	What is functional training? What are the pillars of human movement?	How does mastering motor skills affect functional training and pillars of movement?	How does body composition affect a person's ability to perform?
Content	Systems for Movement: Bones and Muscles	Functional Training	Locomotor: walking, running, jogging, jumping, skipping, galloping, high knees, butt kicks, carioca, back pedal Non-locomotor: burpee, squat, push up, sit up, plank, bridge Combination skills: jump rope Refer to Motor Skill by Sport document as you rotate	Accepting differences Building positive self-perceptions Building performance skills Overcoming barriers

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
Standards	<p>1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and team activities.</p> <p>2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.</p>	<p>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.</p>	<p>1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and team activities.</p> <p>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.</p>	<p>3.1 Accept personal responsibility to maintain a physically and emotionally safe and non-threatening environment for physical activity.</p> <p>3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.</p> <p>3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.</p>

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	Circuit Training Functional Training <ul style="list-style-type: none"> • Introduction of Bones and Muscles 3.18-3.20 • Bone, Muscle Review 3.21 • Bones and Muscles Relay • Bone, Muscle and Joint Identification in Movement 3.29 	Functional Training <ul style="list-style-type: none"> • Miming and Describing 4.5 • Feeling the Core 4.9-4.10 	<ul style="list-style-type: none"> • Functional Training • Various sports 	Class discussions Learn and practice new motor skills
Assessment	3.25-3.26 Blank Bodies	Bones 3.25 Muscles 3.26	Students complete Bones and Muscles For Life worksheets	Observation Students answer the essential questions
Equipment/ Resources				
Notes:				

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	Why is water important for my body? How can I recognize signs of dehydration? What are my eating habits? Do my eating habits meet health recommendations? Why should I drink water? How much is enough?	How can I use my fitness testing scores? How do I set SMART goals? Refer to Unit 1: 4.148-4.150	Which motor skills do I need to focus on to pass my fitness tests?	How can I be sure to find success in fitness?
Content	Healthy Habits: Nutrition, Hydration	Fitness Assessments Goal Revision Logs	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	Self assessment Goal setting Self monitoring Preventing relapse

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Standards	<p>2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.</p> <p>2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.</p>	<p>2.4 Use physical fitness test results to set and adjust goals to improve fitness.</p>	<p>1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and team activities.</p> <p>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.</p> <p>2.4 Use physical fitness test results to set and adjust goals to improve fitness.</p> <p>2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.</p>	<p>3.1 Accept personal responsibility to maintain a physically and emotionally safe and non-threatening environment for physical activity.</p> <p>3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.</p> <p>3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.</p>

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
Skills/ Activities	Advanced Nutrition Log 2.20 Nutrition Log 2.23 Hydration Log 2.46	Fitness Measurements Mid Check <ul style="list-style-type: none"> • Student Introduction pg. 4.123 • Curl-ups • Push-ups • Backsaver sit and reach or Shoulder stretch • Pacer or mile run • Trunk Lift • Height and Weight Review and Revise goals 4.153 REVISE RECORDING SHEET TO BE THREE MEASUREMENTS	Fitness Measurements Mid Check <ul style="list-style-type: none"> • Student Introduction pg. 4.123 • Curl-ups • Push-ups • Backsaver sit and reach or Shoulder stretch • Pacer or mile run • Trunk Lift • Height and Weight Various sports	Class discussions Fitness goal revision
Assessment	Healthy Habits for Life Log Self Reflections 2.24 and 2.48	Fitness Scores 2.24 Healthy Habits for Life	Fitness Scores	Fitness goals Observation
Equipment/ Resources	Logs	<ul style="list-style-type: none"> • WELNET Fitness Report • Fitnessgram Protocol and Music CD • Refer to Five for Life Nutrition • Physical Best Specialists • Portable Sound System 	<ul style="list-style-type: none"> • WELNET Fitness Report • Fitnessgram Protocol and Music CD • Physical Best Specialists • Portable Sound System 	
Notes:				

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	How much sleep do I need? How much activity do I need?	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, Sleep	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

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
Standards	2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.	2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.	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 Accept personal responsibility to maintain a physically and emotionally safe and non-threatening environment for physical activity. 3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace. 3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.

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
Skills/ Activities	Student Introduction Activity 2.3-2.5 Student Introduction Sleep 2.31-2.33 Healthy Habits for Life Activity Log 2.1 Healthy Habits for Life sleep log 2.29	Progressive Muscle Relaxation 2.37 Sleep Log 2.35 Steps for Recording and Reflection 4.106	<ul style="list-style-type: none"> • Cardiorespiratory Training • Functional Training • Circuit Training • Various Sports 	Activity and sleep logs
Assessment	Healthy Habits for Life Log Self Reflection 2.11 and 2.36	Student Assessment 2.40	Students answer the essential question	Healthy Habits for Life Log Self Reflection 2.11 and 2.36 Students answer the essential question
Equipment/ Resources	Logs	Pedometers Heart Rate Monitors	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? 4.148-4.150</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, balance</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>

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
Standards	1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and team sports.	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.	1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and team sports.	3.1 Accept personal responsibility to maintain a physically and emotionally safe and non-threatening environment for physical activity. 3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace. 3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.

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	Five for Life FITT Fitness Plan 4.154-4.160	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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Dumbbells • Weight bars • Stretch bands • Medicine balls • Stability balls • Agility rings • Heart rate monitors 	<ul style="list-style-type: none"> • Dumbbells • Weight bars • Stretch bands • Medicine balls • Stability balls • Agility rings • Heart rate monitors 	
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 outside of school?	What motor skills can I do at home?	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	Locomotor: walking, running, jogging, jumping, skipping, galloping, high knees, butt kicks, carioca, back pedal Non-locomotor: burpee, squat, push up, sit up, plank, bridge, balance Refer to Motor Skill by Sport document for combination, manipulative, and complex skills	Thinking critically Overcoming barriers Learning to say no

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
Standards	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.	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.	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 Accept personal responsibility to maintain a physically and emotionally safe and non-threatening environment for physical activity. 3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace. 3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.

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Skills/ Activities	Student Information on Wellness 5.1-5.2	No equipment/Home equipment Circuit Training: teacher designed Volleyball, kickball, bocce ball, croquet, ultimate Frisbee, whiffle ball, soccer ball, smashball, 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 pg. 4.140 • 20 M Shuttle Run Pacer pg. 4.133 • One Mile Run pg. 4.141 • Trunk Lift (FG Manual) • Height and Weight pg. 1.32 	<ul style="list-style-type: none"> • Cardiorespiratory training • Functional training • Circuit training • Various sports 	Students investigate local fitness opportunities Class discussion
Assessment	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.	Design an exercise circuit using materials only found in the home	Design an exercise circuit including several motor skills	Students answer the essential question
Equipment/ Resources		<ul style="list-style-type: none"> • Common household items • Fitnessgram Protocol and Music CD • Physical Best Specialists • Portable Sound System 		
Notes:				