

Timeframe: Sept./Oct.	Health & Fitness Academic Content: <i>Cognitive knowledge that supports fitness & health behaviors</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Fundamental movement/physical skills needed to enjoy participation in physical activities</i>	Social / Emotional / Safety <i>Self-initiated behaviors that promote personal & group success in activity settings</i>
Essential Questions <i>What questions frame the main theme or idea you want students to explore and grapple with?</i>	What does it mean to be physically fit? What is intensity?	How can we measure individual fitness? Why use a pedometer?	What skills are necessary for me to develop and improve my current levels of fitness?	Why do we need rules/expectations in class?
Content <i>What will students know?</i>	Five For Life Intensity	Pre-Fitness Measurements Pedometers/Goal Setting	Locomotor: Hop*, Jog*, Run*, Walk* Non-Locomotor Skills: Forward Bend*, Twist*, Ready Position*, Push up Combination Skills: Forward movement to a stop*	Class rules/expectations Personal space
Skills/Activities <i>What will students do?</i>	Five For Life <ul style="list-style-type: none">●Vocabulary p. 1.5●Cardiorespiratory endurance<ul style="list-style-type: none">○Activity Jump Rope/Heart Rate.1.6●Muscular Strength and Endurance p. 1.7●Flexibility 1.8<ul style="list-style-type: none">○Throwing/Running p1.8●Body Composition<ul style="list-style-type: none">○White Board Activity p.1.9 Intensity <ul style="list-style-type: none">●Introduction to intensity p. 4.57	Fitness Measurements <ul style="list-style-type: none">●Pacer●Push-ups●Curl-ups Practice only Pedometers <ul style="list-style-type: none">● Starting With A Pedometer p. 4.88	Warm up activities: Traveling around gym, change of pace activities, stretching/flexibility warm ups Low organized games examples <ul style="list-style-type: none">● Freeze tag, Sharks and Minnows, Bumper Car Tag, Red Light Yellow Light Green Light● Five for Life 5 components of fitness activities Throwing/Catching <ul style="list-style-type: none">● Variety of objects (small/large, soft/hard, shape)● Throwing catching to self● Throwing catching to	Review rules/expectations Personal Space <ul style="list-style-type: none">● Traveling through space without contact● Spatial awareness (arms length away, leave squares on floor between each other, hands and feet to self)● Alien tag, hula hoop keep away,

			<ul style="list-style-type: none"> partner • Throwing to target (hula hoop, target on wall, bowling pins) • Clean Up Your Room, Hula Hoop Football 	
Assessment <i>How will students demonstrate their learning?</i>	Class discussion and questioning (F/S)	Student self-reporting pedometer count (S)	Locomotor Rubric Locomotor: Hop*, Jog*, Run*, Walk* Non-Locomotor Skills: Forward Bend*, Twist* Combination Skills: Forward movement to a stop* (S)	Instructors Observation (F)
State Standards	10.4.3 A. Identify and engage in physical activities that promote physical fitness and health. B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities. C. Know and recognize changes in body responses during moderate to vigorous physical activity. <ul style="list-style-type: none"> • heart rate • breathing rate 10.5.3 D. Identify and use principles of exercise to improve movement and fitness activities. <ul style="list-style-type: none"> • frequency/how often to exercise • intensity/how hard to exercise • time/how long to exercise 	10.5.3 A. Recognize and use basic movement skills and concepts. <ul style="list-style-type: none"> • locomotor movements (e.g., run, leap, hop) • non-locomotor movements (e.g., bend, stretch, twist) • manipulative movements (e.g., throw, catch, kick) • relationships (e.g., over, under, beside) • combination movements (e.g., locomotor, non-locomotor, manipulative) • space awareness (e.g., self-space, levels, pathways, directions) • effort (e.g., speed, force) 	10.5.3 A. Recognize and use basic movement skills and concepts. <ul style="list-style-type: none"> • locomotor movements (e.g., run, leap, hop) • non-locomotor movements (e.g., bend, stretch, twist) • manipulative movements (e.g., throw, catch, kick) • relationships (e.g., over, under, beside) • combination movements (e.g., locomotor, non-locomotor, manipulative) • space awareness (e.g., self-space, levels, pathways, directions) • effort (e.g., speed, force) 	10.3.3 D. Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).

	<ul style="list-style-type: none"> type/what kind of exercise 	<p>B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> form developmental differences critical elements feedback <p>D. Identify and use principles of exercise to improve movement and fitness activities.</p> <ul style="list-style-type: none"> frequency/how often to exercise intensity/how hard to exercise time/how long to exercise type/what kind of exercise <p>F. Recognize and describe game strategies using appropriate vocabulary.</p> <ul style="list-style-type: none"> faking/dodging passing/receiving move MOVING to be open defending space following rules of play 	<p>B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> form developmental differences critical elements feedback <p>D. Identify and use principles of exercise to improve movement and fitness activities.</p> <ul style="list-style-type: none"> frequency/how often to exercise intensity/how hard to exercise time/how long to exercise type/what kind of exercise <p>F. Recognize and describe game strategies using appropriate vocabulary.</p> <ul style="list-style-type: none"> faking/dodging passing/receiving move MOVING to be open defending space following rules of play 	
CCSS				
Equipment/ Resources	Five for Life Basic Manual	Pacer CD Curl up strips Five for Life Basic Manual Pedometers	WELNET Locomotor Skills rubrics	
Notes:			Teacher can choose activities from above list	

Timeframe: Nov./ Dec.	Health & Fitness Academic Content: <i>Cognitive knowledge that supports fitness & health behaviors</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Fundamental movement/physical skills needed to enjoy participation in physical activities</i>	Social / Emotional / Safety <i>Self-initiated behaviors that promote personal & group success in activity settings</i>
Essential Questions <i>What questions frame the main theme or idea you want individual students to explore and grapple with?</i>	How can cardiorespiratory endurance be improved? Why are muscular strength and endurance important to my health? What is flexibility? What is body composition?	Why should I set goals? What is circuit training?	What skills are necessary for me to develop and improve my current level of fitness?	Why is it important to display good sportsmanship?
Content <i>What will students know?</i>	Cardiorespiratory Endurance Muscular Strength and Endurance Flexibility Body Composition	Goal Setting	Locomotor: High Knees*, March*, Jump* Manipulative: Bounce*, Underhand Roll*, Striking stationary object with foot*	Following game rules Winning and losing
Skills/ Activities <i>What will students do?</i>	Cardiorespiratory Endurance • Heart Health p. 1.30 •Oxygen transport p. 1.32 •Respiration Relay p.1.33 •Capture the oxygen p. 1.35 Muscular Strength and Endurance •Muscle Check Up p. 1.54-1.56 Flexibility •All-star stretches p. 1.68-1.73 Body Composition • Energy In/Energy out p. 1.95	Goal Setting •Activity Centers-Learning How to set goals p.4.119	Warm up activities • Traveling around gym using various locomotor movements Low organizational games • Healthy Heart Relay • Pin Down Playground Games • Kick ball • Four square (bounce) • Hop scotch Team & Individual Sports • Soccer skills: dribble, kick, pass	Following game rules • Playing fairly • Follow rules • Be respectful of others • Treat equipment respectfully Winning and losing • Work with others • Encourage sharing • Be positive with teammates • Don' t blame others

			<ul style="list-style-type: none"> Bowling skills: underhand roll, It's a Strike, Guard the Castle 	
Assessment <i>How will students demonstrate their learning?</i>	Class Discussion and questioning (F)	Teacher/Student Questioning (F)	Locomotor Rubric High Knees* , March* , Jump* Manipulative: Bounce* , Underhand Roll* , Striking stationary object with foot (S)	Instructor Observation (F)
State Standards	10.1.3 A. Identify and describe the stages of growth and development. <ul style="list-style-type: none"> infancy childhood adolescence adulthood late adulthood 10.5.3 A. Recognize and use basic movement skills and concepts. <ul style="list-style-type: none"> locomotor movements (e.g., run, leap, hop) non-locomotor movements (e.g., bend, stretch, twist) manipulative movements (e.g., throw, catch, kick) relationships (e.g., over, under, beside) combination 	10.4.3 A. Identify and engage in physical activities that promote physical fitness and health. B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities. C. Know and recognize changes in body responses during moderate to vigorous physical activity. <ul style="list-style-type: none"> heart rate breathing rate F. Recognize positive and negative interactions of small group activities. <ul style="list-style-type: none"> roles (e.g., leader, follower) cooperation/sharing on task participation 	10.5.3 A. Recognize and use basic movement skills and concepts. <ul style="list-style-type: none"> locomotor movements (e.g., run, leap, hop) non-locomotor movements (e.g., bend, stretch, twist) manipulative movements (e.g., throw, catch, kick) relationships (e.g., over, under, beside) combination movements (e.g., locomotor, non-locomotor, manipulative) space awareness (e.g., self-space, levels, pathways, directions) effort (e.g., speed, force) B. Recognize and describe the	10.4.3 F. Recognize positive and negative interactions of small group activities. <ul style="list-style-type: none"> roles (e.g., leader, follower) cooperation/sharing on task participation

	<p>movements (e.g., locomotor, non-locomotor, manipulative)</p> <ul style="list-style-type: none"> • space awareness (e.g., self-space, levels, pathways, directions) • effort (e.g., speed, force) <p>B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> • form • developmental differences • critical elements • feedback <p>D. Identify and use principles of exercise to improve movement and fitness activities.</p> <ul style="list-style-type: none"> • frequency/how often to exercise • intensity/how hard to exercise • time/how long to exercise • type/what kind of exercise <p>10.1.3</p> <p>C. Explain the role of the food guide pyramid in helping people eat a healthy diet.</p> <ul style="list-style-type: none"> • food groups • number of servings • variety of food 		<p>concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> • form • developmental differences • critical elements • feedback <p>D. Identify and use principles of exercise to improve movement and fitness activities.</p> <ul style="list-style-type: none"> • frequency/how often to exercise • intensity/how hard to exercise • time/how long to exercise • type/what kind of exercise <p>F. Recognize and describe game strategies using appropriate vocabulary.</p> <ul style="list-style-type: none"> • faking/dodging • passing/receiving • move MOVING to be open • defending space • following rules of play 	
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	<ul style="list-style-type: none"> nutrients 			
CCSS				
Equipment/ Resources	Five for Life Basic Manual	Five for Life Basic Manual Five for Life Circuit Training Manual	WELNET Locomotor Skills rubrics	
Notes:	Teacher can choose activities from above list	Teacher can choose activities from above list for circuit training	Teacher can choose activities from above list	

Timeframe: Jan./Feb.	Health & Fitness Academic Content: <i>Cognitive knowledge that supports fitness & health behaviors</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Fundamental movement/physical skills needed to enjoy participation in physical activities</i>	Social / Emotional / Safety <i>Self-initiated behaviors that promote personal & group success in activity settings</i>
Essential Questions <i>What questions frame the main theme or idea you want students to explore and grapple with?</i>	What is body composition? Why do I need bones? What do muscles do?	How Can I monitor my heart rate?	What skills are necessary for me to develop and improve my current level of fitness?	Why is it important to cooperate with others?
Content <i>What will students know?</i>	Body Composition Bone Health Muscle Motion	Heart Rate Training Fitness Self-Evaluation	Locomotor: Side Slide*, Non-Locomotor: Pivot*, Squat (Body weight) Manipulative: Underhand Throw*	Cooperation
Skills/ Activities <i>What will students do?</i>	Body Composition • Energy In/Energy out p. 1.95 Bone Health • Vocab. p. 3.6 • Bone Building Relay p. 3.8 Muscle Motion • Vocab. p. 3.20 • Build Your Muscle Tag p. 3.23 • Muscle Tag p 3.22	Heart Rate Training • Activity Log Card Game p. 4.68 • Activity Diamond p. 4.62 • Starting With a Heart Rate Monitor p. 4.70 Fitness Self-Evaluation o Circuit Training Manual Just What The Doctor Ordered(overall fitness) p. 99	Warm up activities • Traveling around gym using various locomotor movements Low Organized Games • Energy In/Energy Out (with sport equipment)Underhand toss • Muscle Tag (various movement) Side Slide Team & individual sports • Hand Ball (underhand toss/pivot) • Ultimate Frisbee(underhand toss/pivot) • Football Frenzy(underhand	Cooperation • Work with others • Encourage sharing • Be positive with teammates • Don' t blame others • Be on task

			<ul style="list-style-type: none"> toss/pivot) <ul style="list-style-type: none"> • Ultimate Football(underhand toss/pivot) • Basketball Passing Relay(underhand toss/pivot) 	
Assessment <i>How will students demonstrate their learning?</i>	Teacher/Student Questioning (F)	Student Self Heart Rate Checks (F)	Locomotor Rubric Side Slide* , Non-Locomotor: Pivot* Manipulative: Underhand Throw* (S)	Instructor Observation (F)
State Standards	10.5.3 A. Recognize and use basic movement skills and concepts. <ul style="list-style-type: none"> • locomotor movements . (e.g., run, leap, hop) • non-locomotor movements (e.g., bend, stretch, twist) • manipulative movements (e.g., throw, catch, kick) • relationships (e.g., over, under, beside) • combination movements (e.g., locomotor, non-locomotor, manipulative) • space awareness (e.g., self-space, levels, pathways, directions) • effort (e.g., speed, force) 	10.5.3 D. Identify and use principles of exercise to improve movement and fitness activities. <ul style="list-style-type: none"> • frequency/how often to exercise • intensity/how hard to exercise • time/how long to exercise • type/what kind of exercise 10.4.3 A,B,C A. Identify and engage in physical activities that promote physical fitness and health. B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities.	10.5.3 A. Recognize and use basic movement skills and concepts. <ul style="list-style-type: none"> • locomotor movements (e.g., run, leap, hop) • non-locomotor movements (e.g., bend, stretch, twist) • manipulative movements (e.g., throw, catch, kick) • relationships (e.g., over, under, beside) • combination movements (e.g., locomotor, non-locomotor, manipulative) • space awareness (e.g., self-space, levels, pathways, directions) 	10.4.3 F. Recognize positive and negative interactions of small group activities. <ul style="list-style-type: none"> • roles (e.g., leader, follower) • cooperation/sharing • on task participation

	<p>D. Identify and use principles of exercise to improve movement and fitness activities.</p> <ul style="list-style-type: none"> • frequency/how often to exercise • intensity/how hard to exercise • time/how long to exercise • type/what kind of exercise 	<p>C. Know and recognize changes in body responses during moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> • heart rate • breathing rate 	<ul style="list-style-type: none"> • effort (e.g., speed, force) <p>B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> • form • developmental differences • critical elements • feedback <p>D. Identify and use principles of exercise to improve movement and fitness activities.</p> <ul style="list-style-type: none"> • frequency/how often to exercise • intensity/how hard to exercise • time/how long to exercise • type/what kind of exercise <p>F. Recognize and describe game strategies using appropriate vocabulary.</p> <ul style="list-style-type: none"> • faking/dodging • passing/receiving • move MOVING to be open • defending space • following rules of play 	
<p>CCSS</p>				
<p>Equipment/ Resources</p>	<p>Five for Life Basic Manual</p>	<p>Heart Rate Monitor Five for Life Basic Manual</p>	<p>WELNET Locomotor Skills rubrics</p>	
<p>Notes:</p>	<p>Teacher can choose activities from above list</p>	<p>Teacher can choose activities from above list All work sheets needed are listed with activities above</p>	<p>Teacher can choose activities from above list</p>	

Timeframe: Mar./Apr.	Health & Fitness Academic Content: <i>Cognitive knowledge that supports fitness & health behaviors</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Fundamental movement/physical skills needed to enjoy participation in physical activities</i>	Social / Emotional / Safety <i>Self-initiated behaviors that promote personal & group success in activity settings</i>
Essential Questions <i>What questions frame the main theme or idea you want students to explore and grapple with?</i>	What is healthy eating? Why should I eat foods from each of the food groups?	How can we measure individual fitness?	What skills are necessary for me to develop and improve my current level of fitness?	Why is it important to display good sportsmanship?
Content <i>What will students know?</i>	Nutrition	Fitness Measurements	Locomotor: Sprint* Manipulative: Trap*	Following game rules Winning and losing
Skills/ Activities <i>What will students do?</i>	Healthy Food, Healthy Balance <ul style="list-style-type: none"> • Vocabulary p. 2.7 • Calorie Burner p. 2.12 • Food Group Speedway p. 2.16 • Food Group Balance p. 2.19 	Fitness Measurements <ul style="list-style-type: none"> • Pacer • Push-ups • Curl-ups Practice only	Warm up activities <ul style="list-style-type: none"> • Traveling around gym using various locomotor movements Low Organized Games <ul style="list-style-type: none"> • Ant Hospital • Snake in the Grass Team & Individual Sports <ul style="list-style-type: none"> • Soccer Passing w/Partner • Hockey Stick Skills • Track and Field 	Following game rules <ul style="list-style-type: none"> • Playing fairly • Follow rules • Be respectful of others • Treat equipment respectfully Winning and losing <ul style="list-style-type: none"> • Work with others • Encourage sharing • Be positive with teammates • Don't blame others
Assessment <i>How will students demonstrate their</i>	Class Discussion and questioning (F)	Instructor observation (F)	Locomotor Rubric Sprint* Manipulative: Trap* (S)	Instructor Observation (F)

<i>learning?</i>				
State Standards	<p>10.1.3</p> <p>C. Explain the role of the food guide pyramid in helping people eat a healthy diet.</p> <ul style="list-style-type: none"> • food groups • number of servings • variety of food • nutrients 	<p>10.5.3</p> <p>A. Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> • locomotor movements (e.g., run, leap, hop) • non-locomotor movements (e.g., bend, stretch, twist) • manipulative movements (e.g., throw, catch, kick) • relationships (e.g., over, under, beside) • combination movements (e.g., locomotor, non-locomotor, manipulative) • space awareness (e.g., self-space, levels, pathways, directions) • effort (e.g., speed, force) <p>B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> • form • developmental differences • critical elements • feedback <p>D. Identify and use principles of exercise to improve</p>	<p>10.5.3</p> <p>A. Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> • locomotor movements (e.g., run, leap, hop) • non-locomotor movements (e.g., bend, stretch, twist) • manipulative movements (e.g., throw, catch, kick) • relationships (e.g., over, under, beside) • combination movements (e.g., locomotor, non-locomotor, manipulative) • space awareness (e.g., self-space, levels, pathways, directions) • effort (e.g., speed, force) <p>B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> • form • developmental differences • critical elements • feedback <p>D. Identify and use principles of exercise to improve</p>	<p>10.1.3</p> <p>A. Identify and describe the stages of growth and development.</p> <ul style="list-style-type: none"> • infancy • childhood • adolescence • adulthood • late adulthood

		<p>movement and fitness activities.</p> <ul style="list-style-type: none"> • frequency/how often to exercise • intensity/how hard to exercise • time/how long to exercise • type/what kind of exercise <p>F. Recognize and describe game strategies using appropriate vocabulary.</p> <ul style="list-style-type: none"> • faking/dodging • passing/receiving • move MOVING to be open • defending space • following rules of play 	<p>movement and fitness activities.</p> <ul style="list-style-type: none"> • frequency/how often to exercise • intensity/how hard to exercise • time/how long to exercise • type/what kind of exercise <p>F. Recognize and describe game strategies using appropriate vocabulary.</p> <ul style="list-style-type: none"> • faking/dodging • passing/receiving • move MOVING to be open • defending space • following rules of play 	
CCSS				
Equipment/ Resources	Five for Life Basic Manual	Pacer CD Curl up strips Five for Life Basic Manual	WELNET Locomotor Skills rubrics	
Notes:	Teacher can choose activities from above list		Teacher can choose activities from above list	

Timeframe: May/June	Health & Fitness Academic Content: <i>Cognitive knowledge that supports fitness & health behaviors</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Fundamental movement/physical skills needed to enjoy participation in physical activities</i>	Social / Emotional / Safety <i>Self-initiated behaviors that promote personal & group success in activity settings</i>
Essential Questions <i>What questions frame the main theme or idea you want students to explore and grapple with?</i>	What is healthy eating? Why should I eat foods from each of the food groups?	Should I set summer fitness goals?	What skills are necessary for me to develop and improve my current level of fitness?	Why is it important to cooperate with others?
Content <i>What will students know?</i>	Nutrition	Goal Setting	Locomotor: Skip* Manipulative: Jumping Rope* Complex Skills: Tag*	Cooperation
Skills/ Activities <i>What will students do?</i>	Food for Energy and Health <ul style="list-style-type: none"> • Vocab. p. 2.28 • Energy Tag p. 2.32 • Energy Pin Down p. 2.34 • Healthy Tag p. 2.37 	Goal Setting <ul style="list-style-type: none"> • Penny Workout p. 4.125 	Warm up activities <ul style="list-style-type: none"> • Traveling around gym using various locomotor movements • Jump Rope stations Low Organized Games <ul style="list-style-type: none"> • Relays (Skip) • Chicken Tag • Energy Tag • Tunnel Tag • Healthy Tag Field Day <ul style="list-style-type: none"> • Olympic Theme • Class competitions • Track and Field • Crossfit 	Cooperation <ul style="list-style-type: none"> • Work with others • Encourage sharing • Be positive with teammates • Don't blame others • Be on task
Assessment <i>How will students demonstrate their</i>	Class discussion and questioning (F)	Five for Life Penney Workout Calendar pg. 4.126 (F)	Locomotor Rubric Skip* Manipulative: Jumping Rope*	Instructor Observation (F)

<i>learning?</i>			Complex Skills: Tag* (S)	
State Standards	<p>10.1.3</p> <p>C. Explain the role of the food guide pyramid in helping people eat a healthy diet.</p> <ul style="list-style-type: none"> • food groups • number of servings • variety of food • nutrients 	<p>10.5.3</p> <p>A. Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> • locomotor movements (e.g., run, leap, hop) • non-locomotor movements (e.g., bend, stretch, twist) • manipulative movements (e.g., throw, catch, kick) • relationships (e.g., over, under, beside) • combination movements (e.g., locomotor, non-locomotor, manipulative) • space awareness (e.g., self-space, levels, pathways, directions) • effort (e.g., speed, force) <p>B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> • form • developmental differences • critical elements • feedback <p>D. Identify and use principles of exercise to improve</p>	<p>10.5.3</p> <p>A. Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> • locomotor movements (e.g., run, leap, hop) • non-locomotor movements (e.g., bend, stretch, twist) • manipulative movements (e.g., throw, catch, kick) • relationships (e.g., over, under, beside) • combination movements (e.g., locomotor, non-locomotor, manipulative) • space awareness (e.g., self-space, levels, pathways, directions) • effort (e.g., speed, force) <p>B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> • form • developmental differences • critical elements • feedback <p>D. Identify and use principles of exercise to improve</p>	<p>10.4.3</p> <p>F. Recognize positive and negative interactions of small group activities.</p> <ul style="list-style-type: none"> • roles (e.g., leader, follower) • cooperation/sharing • on task participation

		<p>movement and fitness activities.</p> <ul style="list-style-type: none"> • frequency/how often to exercise • intensity/how hard to exercise • time/how long to exercise • type/what kind of exercise 	<p>movement and fitness activities.</p> <ul style="list-style-type: none"> • frequency/how often to exercise • intensity/how hard to exercise • time/how long to exercise • type/what kind of exercise <p>F. Recognize and describe game strategies using appropriate vocabulary.</p> <ul style="list-style-type: none"> • faking/dodging • passing/receiving • move MOVING to be open • defending space • following rules of play 	
CCSS				
Equipment/ Resources	Five for Life Basic Manual	Five for Life Basic Manual	WELNET Locomotor Skills rubrics	
Notes:	<p>Teacher can choose activities from above list</p> <p>Field Day planning during these months</p>	<p>Teacher can choose activities from above list</p> <p>All work sheets needed are listed with activities above</p>	<p>Teacher can choose activities from above list</p>	