

<b>Timeframe:</b> Sept./Oct.	<b>Health &amp; Fitness Academic Content:</b> <i>Cognitive knowledge that supports fitness &amp; health behaviors</i>	<b>Fitness:</b> <i>Activities that intentionally improve the fitness of students</i>	<b>Motor Skills:</b> <i>Fundamental movement/physical skills needed to enjoy participation in physical activities</i>	<b>Social / Emotional / Safety</b> <i>Self-initiated behaviors that promote personal &amp; group success in activity settings</i>
<b>Essential Questions</b> <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? What is a family and what is the importance of families? (4 <sup>th</sup> Grade FLASH) What is sexual exploitation? (5 <sup>th</sup> Grade FLASH)
<b>Content</b> <i>What will students know?</i>	<b>Five For Life</b>  <b>Intensity</b>	<b>Pre-Fitness Measurements</b>  <b>Pedometers/Goal Setting</b>	<b>Locomotor: Hop*, Jog*, Run*, Walk*</b> <b>Non-Locomotor Skills: Forward Bend*, Twist*, Ready Position*</b> <b>Combination Skills: Forward movement to a stop*</b>	<b>Class rules/expectations</b>  <b>Personal space</b>  <b>Flash Curriculum</b>
<b>Skills/ Activities</b> <i>What will students do?</i>	<b>Five For Life</b> <ul style="list-style-type: none"> <li>●Vocabulary p. 1.5</li> <li>●Cardiorespiratory endurance <ul style="list-style-type: none"> <li>○Activity Jump Rope/Heart Rate.1.6</li> </ul> </li> <li>●Muscular Strength and Endurance p. 1.7 <ul style="list-style-type: none"> <li>○ Dumbbells/Stretchbands p.1.7</li> </ul> </li> <li>● Flexibility 1.8 <ul style="list-style-type: none"> <li>○Throwing/Running p1.8</li> </ul> </li> <li>●Body Composition <ul style="list-style-type: none"> <li>○White Board Activity p.1.9</li> </ul> </li> </ul> <b>Intensity</b> <ul style="list-style-type: none"> <li>●Introduction to intensity p. 4.57</li> <li>●Intensity Five Card Draw p. 4.59</li> <li>● Activity Log A p. 4.61</li> </ul>	<b>Pre-Fitness Measurements</b> <ul style="list-style-type: none"> <li>●Height and weight</li> <li>●Pacer</li> <li>●Sit and Reach</li> <li>●Push-ups</li> <li>●Curl-ups</li> <li>● PYFP Resource Guide</li> </ul> <b>Pedometers</b> <ul style="list-style-type: none"> <li>● Vocab. 4.87</li> <li>● Starting With A Pedometer p. 4.88</li> <li>● Step Into Fitness Pedometer Challenge p. 4.89</li> </ul>	<b>Warm up activities:</b> Traveling around gym, change of pace activities, stretching/flexibility warm ups  <b>Low organized games examples</b> <ul style="list-style-type: none"> <li>● Freeze tag, Sharks and Minnows, Bumper Car Tag, Red Light Yellow Light Green Light</li> <li>● Five for Life 5 components of fitness activities</li> </ul> <b>Throwing/Catching</b> <ul style="list-style-type: none"> <li>● Variety of objects (small/large, soft/hard, shape)</li> <li>● Throwing catching to self</li> <li>● Throwing catching to partner</li> </ul>	<b>Review rules/expectations</b>  <b>Personal Space</b> <ul style="list-style-type: none"> <li>● Traveling through space without contact</li> <li>● Spatial awareness (arms length away, leave squares on floor between each other, hands and feet to self)</li> <li>● Alien tag, hula hoop keep away,</li> </ul> <b>Flash Curriculum</b> <ul style="list-style-type: none"> <li>● 4<sup>th</sup> Grade Family Lesson #2 pg. 2.1-6</li> <li>● 5<sup>th</sup> Grade Sexual Exploitation Lesson #7 pg.</li> </ul>

			<ul style="list-style-type: none"> <li>• Throwing to target (hula hoop, target on wall, bowling pins)</li> <li>• Clean Up Your Room, Hula Hoop Football</li> </ul>	7.1-5
<b>Assessment</b>  <i>How will students demonstrate their learning?</i>	Five for Life Student Assessment Five for Life Basic pg. 1.10 (F/S)	FitGram Standards WELNET (F/S) Pedometer Challenge Recording Sheet pg. 4.90 (F)	Locomotor Rubric <b>Locomotor: Hop*, Jog*, Run*, Walk* Non-Locomotor Skills: Forward Bend*, Twist* Combination Skills: Forward movement to a stop* (S)</b>	Instructors Observation (F)  Anonymous Question Box Flash Lesson #2 (F)  Oral True/False Quiz Flash Lesson #7 (S)
<b>State Standards</b>	<b>10.4.3</b> 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"> <li>• heart rate</li> <li>• breathing rate</li> </ul> <b>10.5.3</b> D. Identify and use principles of exercise to improve movement and fitness activities. <ul style="list-style-type: none"> <li>• frequency/how often to exercise</li> <li>• intensity/how hard to exercise</li> <li>• time/how long to exercise</li> </ul>	<b>10.5.3</b> A. Recognize and use basic movement skills and concepts. <ul style="list-style-type: none"> <li>• locomotor movements (e.g., run, leap, hop)</li> <li>• non-locomotor movements (e.g., bend, stretch, twist)</li> <li>• manipulative movements (e.g., throw, catch, kick)</li> <li>• relationships (e.g., over, under, beside)</li> <li>• combination movements (e.g., locomotor, non-locomotor, manipulative)</li> <li>• space awareness (e.g., self-space, levels, pathways, directions)</li> <li>• effort (e.g., speed, force)</li> </ul>	<b>10.5.3</b> A. Recognize and use basic movement skills and concepts. <ul style="list-style-type: none"> <li>• locomotor movements (e.g., run, leap, hop)</li> <li>• non-locomotor movements (e.g., bend, stretch, twist)</li> <li>• manipulative movements (e.g., throw, catch, kick)</li> <li>• relationships (e.g., over, under, beside)</li> <li>• combination movements (e.g., locomotor, non-locomotor, manipulative)</li> <li>• space awareness (e.g., self-space, levels, pathways, directions)</li> <li>• effort (e.g., speed, force)</li> </ul>	<b>10.1.3</b> A. Identify and describe the stages of growth and development. <ul style="list-style-type: none"> <li>• infancy</li> <li>• childhood</li> <li>• adolescence</li> <li>• adulthood</li> <li>• late adulthood</li> </ul> <b>10.3.3</b> 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"> <li>type/what kind of exercise</li> </ul>	<p>B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>form</li> <li>developmental differences</li> <li>critical elements</li> <li>feedback</li> </ul> <p>D. Identify and use principles of exercise to improve movement and fitness activities.</p> <ul style="list-style-type: none"> <li>frequency/how often to exercise</li> <li>intensity/how hard to exercise</li> <li>time/how long to exercise</li> <li>type/what kind of exercise</li> </ul> <p>F. Recognize and describe game strategies using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>faking/dodging</li> <li>passing/receiving</li> <li><del>move</del> MOVING to be open</li> <li>defending space</li> <li>following rules of play</li> </ul>	<p>B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>form</li> <li>developmental differences</li> <li>critical elements</li> <li>feedback</li> </ul> <p>D. Identify and use principles of exercise to improve movement and fitness activities.</p> <ul style="list-style-type: none"> <li>frequency/how often to exercise</li> <li>intensity/how hard to exercise</li> <li>time/how long to exercise</li> <li>type/what kind of exercise</li> </ul> <p>F. Recognize and describe game strategies using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>faking/dodging</li> <li>passing/receiving</li> <li><del>move</del> MOVING to be open</li> <li>defending space</li> <li>following rules of play</li> </ul>	
<b>CCSS</b>				
<b>Equipment/ Resources</b>	Five for Life Basic Manual	<a href="http://www.pyfp.org">www.pyfp.org</a> Pacer CD Curl up strips Sit and reach box Five for Life Basic Manual Pedometers	WELNET Locomotor Skills rubrics	FLASH Manual
<b>Notes:</b>	Pre test for Five for Life only	All work sheets needed are listed with activities above	Teacher can choose activities from above list	

<b>Timeframe:</b> Nov./ Dec.	<b>Health &amp; Fitness Academic Content:</b> <i>Cognitive knowledge that supports fitness &amp; health behaviors</i>	<b>Fitness:</b> <i>Activities that intentionally improve the fitness of students</i>	<b>Motor Skills:</b> <i>Fundamental movement/physical skills needed to enjoy participation in physical activities</i>	<b>Social / Emotional / Safety</b> <i>Self-initiated behaviors that promote personal &amp; group success in activity settings</i>
<b>Essential Questions</b> <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? What is healthy eating?	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?  What is self-esteem? (4 <sup>th</sup> Grade FLASH)  What is sexual exploitation? (5 <sup>th</sup> Grade FLASH)
<b>Content</b>  <i>What will students know?</i>	<b>Cardiorespiratory Endurance</b>  <b>Muscular Strength and Endurance</b> <b>Flexibility</b>  <b>Body Composition</b>	<b>Goal Setting</b>  <b>Introduction to circuit training</b>	<b>Locomotor: High Knees*, March*, Jump*</b> <b>Manipulative: Bounce*, Underhand Roll*, Striking stationary object with foot*</b>	<b>Following game rules</b>  <b>Winning and losing</b>  <b>Flash Curriculum</b>
<b>Skills/ Activities</b>  <i>What will students do?</i>	<b>Cardiorespiratory Endurance</b> • Heart Health p. 1.30 • Oxygen transport p. 1.32 • Respiration Relay p.1.33 • Capture the oxygen p. 1.35  <b>Muscular Strength and Endurance</b> • Muscle Check Up p. 1.54-1.56 • Muscle strength and endurance tag p. 1.5.9  <b>Flexibility</b> • All-star stretches p. 1.68-1.73	<b>Goal Setting</b> • Activity Centers-Learning How to set goals p.4.119  <b>Circuit Training</b> • Five for Life Circuits1, 2, and 3 pgs. 4.8-4.13  • Circuit Training Manual o Body Blasters p. 66 o Mush-to-muscles p. 70	<b>Warm up activities</b> • Traveling around gym using various locomotor movements  <b>Low organizational games</b> • Healthy Heart Relay • Pin Down  <b>Playground Games</b> • Kick ball • Four square (bounce) • Hop scotch  <b>Team &amp; Individual Sports</b>	<b>Following Game Rules</b> • Playing fairly • Follow rules • Be respectful of others • Treat equipment respectfully  <b>Winning and losing</b> • Work with others • Encourage sharing • Be positive with teammates • Don't blame others  <b>Flash Curriculum</b>

	<p><b>Body Composition</b></p> <ul style="list-style-type: none"> <li>• Healthy Body Balance Card Game p. 1.92-1.93</li> <li>• Energy In/Energy out p. 1.95</li> <li>• Balance the Fat p.1.96</li> </ul> <p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>• Calorie burner p. 2.12</li> <li>• Calorie Counter p. 2.14</li> </ul>		<ul style="list-style-type: none"> <li>• Soccer skills: dribble, kick, pass</li> <li>• Bowling skills: underhand roll, It's a Strike, Guard the Castle</li> </ul>	<ul style="list-style-type: none"> <li>• 4<sup>th</sup> Grade Self-Esteem Lesson #3 pg. 3.1-7</li> <li>• 5<sup>th</sup> Grade Sexual Exploitation Lesson #8 pg. 8.1-10</li> </ul>
<p><b>Assessment</b></p> <p><i>How will students demonstrate their learning?</i></p>	<p>Five for Life K-5 Student Assessment Five for Life Basic pg. 1.10 (S)</p>	<p>Five for Life Goal Setting Log pg.4.112 (F) Teacher/Student Questioning (F)</p>	<p>Locomotor Rubric <b>High Knees*, March*, Jump* Manipulative: Bounce*, Underhand Roll*, Striking stationary object with foot (S)</b></p>	<p>Instructor Observation (F) Self-Esteem Worksheet pg. 3.6-7 (F) Sexual Exploitation Worksheet pg. 8.6-7 (F)</p>
<p><b>State Standards</b></p>	<p><b>10.1.3</b> A. Identify and describe the stages of growth and development.</p> <ul style="list-style-type: none"> <li>• infancy</li> <li>• childhood</li> <li>• adolescence</li> <li>• adulthood</li> <li>• late adulthood</li> </ul> <p><b>10.5.3</b> A. Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> <li>• locomotor movements (e.g., run, leap, hop)</li> <li>• non-locomotor movements (e.g.,</li> </ul>	<p><b>10.4.3</b> A. Identify and engage in physical activities that promote physical fitness and health.</p> <p>B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities.</p> <p>C. Know and recognize changes in body responses during moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> <li>• heart rate</li> <li>• breathing rate</li> </ul> <p>F. Recognize positive and</p>	<p><b>10.5.3</b> A. Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> <li>• locomotor movements (e.g., run, leap, hop)</li> <li>• non-locomotor movements (e.g., bend, stretch, twist)</li> <li>• manipulative movements (e.g., throw, catch, kick)</li> <li>• relationships (e.g., over, under, beside)</li> <li>• combination movements (e.g., locomotor, non-locomotor, manipulative)</li> </ul>	<p><b>10.1.3</b> A. Identify and describe the stages of growth and development.</p> <ul style="list-style-type: none"> <li>• infancy</li> <li>• childhood</li> <li>• adolescence</li> <li>• adulthood</li> <li>• late adulthood</li> </ul> <p><b>10.4.3</b> F. Recognize positive and negative interactions of small group activities.</p> <ul style="list-style-type: none"> <li>• roles (e.g., leader, follower)</li> <li>• cooperation/sharing</li> <li>• on task participation</li> </ul>

	<ul style="list-style-type: none"> <li>• bend, stretch, twist)</li> <li>• manipulative movements (e.g., throw, catch, kick)</li> <li>• relationships (e.g., over, under, beside)</li> <li>• combination movements (e.g., locomotor, non-locomotor, manipulative)</li> <li>• space awareness (e.g., self-space, levels, pathways, directions)</li> <li>• effort (e.g., speed, force)</li> </ul> <p>B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• form</li> <li>• developmental differences</li> <li>• critical elements</li> <li>• feedback</li> </ul> <p>D. Identify and use principles of exercise to improve movement and fitness activities.</p> <ul style="list-style-type: none"> <li>• frequency/how often to exercise</li> <li>• intensity/how hard to exercise</li> <li>• time/how long to exercise</li> <li>• type/what kind of exercise</li> </ul> <p><b>10.1.3</b></p>	<p>negative interactions of small group activities.</p> <ul style="list-style-type: none"> <li>• roles (e.g., leader, follower)</li> <li>• cooperation/sharing</li> <li>• on task participation</li> </ul>	<ul style="list-style-type: none"> <li>• space awareness (e.g., self-space, levels, pathways, directions)</li> <li>• effort (e.g., speed, force)</li> </ul> <p>B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• form</li> <li>• developmental differences</li> <li>• critical elements</li> <li>• feedback</li> </ul> <p>D. Identify and use principles of exercise to improve movement and fitness activities.</p> <ul style="list-style-type: none"> <li>• frequency/how often to exercise</li> <li>• intensity/how hard to exercise</li> <li>• time/how long to exercise</li> <li>• type/what kind of exercise</li> </ul> <p>F. Recognize and describe game strategies using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• faking/dodging</li> <li>• passing/receiving</li> <li>• <del>move</del> MOVING to be open</li> <li>• defending space</li> <li>• following rules of play</li> </ul>	
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	<p>C. Explain the role of the food guide pyramid in helping people eat a healthy diet.</p> <ul style="list-style-type: none"> <li>• food groups</li> <li>• number of servings</li> <li>• variety of food</li> <li>• nutrients</li> </ul>			
<b>CCSS</b>				
<b>Equipment/ Resources</b>	Five for Life Basic Manual	Five for Life Basic Manual Five for Life Circuit Training Manual	WELNET Locomotor Skills rubrics	Flash Manual
<b>Notes:</b>	<p>Post test for Five for Life Assessment</p> <p>Teacher can choose activities from above list</p>	<p>Teacher can choose activities from above list for circuit training</p> <p>All work sheets needed are listed with activities above</p>	<p>Teacher can choose activities from above list</p>	

<b>Timeframe:</b> Jan./Feb.	<b>Health &amp; Fitness Academic Content:</b> <i>Cognitive knowledge that supports fitness &amp; health behaviors</i>	<b>Fitness:</b> <i>Activities that intentionally improve the fitness of students</i>	<b>Motor Skills:</b> <i>Fundamental movement/physical skills needed to enjoy participation in physical activities</i>	<b>Social / Emotional / Safety</b> <i>Self-initiated behaviors that promote personal &amp; group success in activity settings</i>
<b>Essential Questions</b> <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?  What are gender roles? (4 <sup>th</sup> Grade Flash)  What are the emotional and social changes of puberty? (5 <sup>th</sup> Grade Flash)
<b>Content</b> <i>What will students know?</i>	<b>Body Composition</b>  <b>Bone Health</b>  <b>Muscle Motion</b>	<b>Heart Rate Training</b>  <b>Fitness Self-Evaluation</b>	<b>Locomotor: Side Slide*,</b>  <b>Non-Locomotor: Pivot*</b>  <b>Manipulative: Underhand Throw*</b>	<b>Cooperation</b>  <b>Flash Curriculum</b>
<b>Skills/ Activities</b> <i>What will students do?</i>	<b>Body Composition</b> <ul style="list-style-type: none"> <li>• Energy In/Energy out p. 1.95</li> </ul> <b>Bone Health</b> <ul style="list-style-type: none"> <li>• Vocab. p. 3.6</li> <li>• Bone Health Tag p. 3.7</li> <li>• Bone Building Relay p. 3.8</li> </ul> <b>Muscle Motion</b> <ul style="list-style-type: none"> <li>• Vocab. p. 3.20</li> <li>• Build Your Muscle Tag p. 3.23</li> <li>• Muscle Tag p 3.22</li> </ul>	<b>Heart Rate Training</b> <ul style="list-style-type: none"> <li>• Activity Log Card Game p. 4.68               <ul style="list-style-type: none"> <li>• Activity Diamond p. 4.62</li> <li>• Starting With a Heart Rate Monitor p. 4.70</li> </ul> </li> <li>• Age Adjusted Max. Heart Rate p. 4.71</li> </ul> <b>Fitness Self-Evaluation</b> <ul style="list-style-type: none"> <li>o Circuit Training Manual Just What The Doctor Ordered(overall fitness) p. 99</li> </ul>	<b>Warm up activities</b> <ul style="list-style-type: none"> <li>• Traveling around gym using various locomotor movements</li> </ul> <b>Low Organized Games</b> <ul style="list-style-type: none"> <li>• Energy In/Energy Out (with sport equipment)Underhand toss</li> <li>• Muscle Tag (various movement) Side Slide</li> </ul> <b>Team &amp; individual sports</b> <ul style="list-style-type: none"> <li>• Hand Ball (underhand toss/pivot)</li> <li>• Ultimate</li> </ul>	<b>Cooperation</b> <ul style="list-style-type: none"> <li>• Work with others</li> <li>• Encourage sharing</li> <li>• Be positive with teammates</li> <li>• Don’ t blame others</li> <li>• Be on task</li> </ul> <b>Flash Curriculum</b> <ul style="list-style-type: none"> <li>• 4<sup>th</sup> Grade Gender Roles Lesson #4 pg. 4.1-9</li> <li>• 5<sup>th</sup> Grade Puberty Lesson</li> </ul>



			<p>Frisbee(underhand toss/pivot)</p> <ul style="list-style-type: none"> <li>• Football Frenzy(underhand toss/pivot)</li> <li>• Ultimate Football(underhand toss/pivot)</li> <li>• Basketball Passing Relay(underhand toss/pivot)</li> </ul>	#9 pg. 9.1-8
<p><b>Assessment</b></p> <p><i>How will students demonstrate their learning?</i></p>	<p>Teacher/Student Questioning (F) Bone Health Assessment pg.3.13 (S) Muscle Motion pg.3.28 (S)</p>	<p>Student Self Heart Rate Checks (F) Heart Health Pyramid Recording Chart pg. 4.75 (F)</p>	<p>Locomotor Rubric <b>Side Slide*</b>,</p> <p><b>Non-Locomotor: Pivot*</b></p> <p><b>Manipulative: Underhand Throw* (S)</b></p>	<p>Instructor Observation (F)</p> <p>Gender Roles Worksheet pg 4.7-8 (F)</p> <p>Puberty Worksheet pg. 9.8</p>
<p><b>State Standards</b></p>	<p><b>10.5.3</b></p> <p>A. Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> <li>• locomotor movements . (e.g., run, leap, hop)</li> <li>• non-locomotor movements (e.g., bend, stretch, twist)</li> <li>• manipulative movements (e.g., throw, catch, kick)</li> <li>• relationships (e.g., over, under, beside)</li> <li>• combination movements (e.g., locomotor, non-locomotor, manipulative)</li> <li>• space awareness (e.g., self-space, levels, pathways, directions)</li> </ul>	<p><b>10.5.3</b></p> <p>D. Identify and use principles of exercise to improve movement and fitness activities.</p> <ul style="list-style-type: none"> <li>• frequency/how often to exercise</li> <li>• intensity/how hard to exercise</li> <li>• time/how long to exercise</li> <li>• type/what kind of exercise</li> </ul> <p>10.4.3 A,B,C</p> <p>A. Identify and engage in physical activities that promote physical fitness and health.</p> <p>B. Know the positive and negative effects of regular participation in</p>	<p><b>10.5.3</b></p> <p>A. Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> <li>• locomotor movements (e.g., run, leap, hop)</li> <li>• non-locomotor movements (e.g., bend, stretch, twist)</li> <li>• manipulative movements (e.g., throw, catch, kick)</li> <li>• relationships (e.g., over, under, beside)</li> <li>• combination movements (e.g., locomotor, non-locomotor, manipulative)</li> <li>• space awareness (e.g.,</li> </ul>	<p><b>10.1.3</b></p> <p>A. Identify and describe the stages of growth and development.</p> <ul style="list-style-type: none"> <li>• infancy</li> <li>• childhood</li> <li>• adolescence</li> <li>• adulthood</li> <li>• late adulthood</li> </ul> <p><b>10.4.3</b></p> <p>F. Recognize positive and negative interactions of small group activities.</p> <ul style="list-style-type: none"> <li>• roles (e.g., leader, follower)</li> <li>• cooperation/sharing</li> <li>• on task participation</li> </ul>

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

<b>Timeframe:</b> Mar./Apr.	<b>Health &amp; Fitness Academic Content:</b> <i>Cognitive knowledge that supports fitness &amp; health behaviors</i>	<b>Fitness:</b> <i>Activities that intentionally improve the fitness of students</i>	<b>Motor Skills:</b> <i>Fundamental movement/physical skills needed to enjoy participation in physical activities</i>	<b>Social / Emotional / Safety</b> <i>Self-initiated behaviors that promote personal &amp; group success in activity settings</i>
<b>Essential Questions</b> <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?  What is a friend?(4 <sup>th</sup> Grade Flash)  What are puberty facts? Myths? (5 <sup>th</sup> Grade Flash)
<b>Content</b>  <i>What will students know?</i>	<b>Nutrition</b>	<b>Post-Fitness Measurements</b>	<b>Locomotor: Sprint*</b>  <b>Manipulative: Trap*</b>	<b>Following game rules</b>  <b>Winning and losing</b>  <b>Flash Curriculum</b>
<b>Skills/ Activities</b>  <i>What will students do?</i>	<b>Healthy Food, Healthy Balance</b> <ul style="list-style-type: none"> <li>• Vocabulary p. 2.7</li> <li>• Dive into daily amounts p. 2.9</li> <li>• Calorie Burner p. 2.12</li> <li>• Food Group Speedway p. 2.16</li> <li>• Food Group Balance p. 2.19</li> </ul>	<b>Post-Fitness Measurements</b> <ul style="list-style-type: none"> <li>• Height and weight</li> <li>• Pacer</li> <li>• Sit and Reach</li> <li>• Push-ups</li> <li>• Curl-ups</li> </ul> <b>PYFP Resources Guide</b>	<b>Warm up activities</b> <ul style="list-style-type: none"> <li>• Traveling around gym using various locomotor movements</li> </ul> <b>Low Organized Games</b> <ul style="list-style-type: none"> <li>• Ant Hospital</li> <li>• Snake in the Grass</li> </ul> <b>Team &amp; Individual Sports</b> <ul style="list-style-type: none"> <li>• Soccer Passing w/Partner</li> <li>• Hockey Stick Skills</li> <li>• Track and Field</li> </ul>	<b>Following game rules</b> <ul style="list-style-type: none"> <li>• Playing fairly</li> <li>• Follow rules</li> <li>• Be respectful of others</li> <li>• Treat equipment respectfully</li> </ul> <b>Winning and losing</b> <ul style="list-style-type: none"> <li>• Work with others</li> <li>• Encourage sharing</li> <li>• Be positive with teammates</li> <li>• Don't blame others</li> </ul> <b>Flash Curriculum</b> <ul style="list-style-type: none"> <li>• 4<sup>th</sup> Grade Friendship</li> </ul>

				Lesson #5 pg. 5.1-8  • 5 <sup>th</sup> Grade Puberty Lesson #10 pg. 10.1-7
<b>Assessment</b>  <i>How will students demonstrate their learning?</i>	Five for Life Food for Energy and Health Assessment Five for Life pg. 2.45 (F)	FitGram Standards WELNET (F/S)	Locomotor Rubric <b>Sprint*</b>  <b>Manipulative: Trap* (S)</b>	Instructor Observation (F)  Anonymous Question Box Flash Lesson #5 (F)  Puberty Work Sheet Lesson #10 (S)
<b>State Standards</b>	<b>10.1.3</b> C. Explain the role of the food guide pyramid in helping people eat a healthy diet. • food groups • number of servings • variety of food • nutrients	<b>10.5.3</b> A. Recognize and use basic movement skills and concepts. • 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	<b>10.5.3</b> A. Recognize and use basic movement skills and concepts. • 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	<b>10.1.3</b> A. Identify and describe the stages of growth and development. • infancy • childhood • adolescence • adulthood • late adulthood

		<p>concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• form</li> <li>• developmental differences</li> <li>• critical elements</li> <li>• feedback</li> </ul> <p>D. Identify and use principles of exercise to improve movement and fitness activities.</p> <ul style="list-style-type: none"> <li>• frequency/how often to exercise</li> <li>• intensity/how hard to exercise</li> <li>• time/how long to exercise</li> <li>• type/what kind of exercise</li> </ul> <p>F. Recognize and describe game strategies using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• faking/dodging</li> <li>• passing/receiving</li> <li>• <del>move</del> MOVING to be open</li> <li>• defending space</li> <li>• following rules of play</li> </ul>	<p>concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• form</li> <li>• developmental differences</li> <li>• critical elements</li> <li>• feedback</li> </ul> <p>D. Identify and use principles of exercise to improve movement and fitness activities.</p> <ul style="list-style-type: none"> <li>• frequency/how often to exercise</li> <li>• intensity/how hard to exercise</li> <li>• time/how long to exercise</li> <li>• type/what kind of exercise</li> </ul> <p>F. Recognize and describe game strategies using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• faking/dodging</li> <li>• passing/receiving</li> <li>• <del>move</del> MOVING to be open</li> <li>• defending space</li> <li>• following rules of play</li> </ul>	
<b>CCSS</b>				
<b>Equipment/ Resources</b>	Five for Life Basic Manual	<a href="http://www.pyfp.org">www.pyfp.org</a> Pacer CD Curl up strips Sit and reach box Five for Life Basic Manual	WELNET Locomotor Skills rubrics	Flash Manual
<b>Notes:</b>	Teacher can choose activities from above list	All work sheets needed are listed with activities above	Teacher can choose activities from above list	

<b>Timeframe:</b> May/June	<b>Health &amp; Fitness Academic Content:</b> <i>Cognitive knowledge that supports fitness &amp; health behaviors</i>	<b>Fitness:</b> <i>Activities that intentionally improve the fitness of students</i>	<b>Motor Skills:</b> <i>Fundamental movement/physical skills needed to enjoy participation in physical activities</i>	<b>Social / Emotional / Safety</b> <i>Self-initiated behaviors that promote personal &amp; group success in activity settings</i>
<b>Essential Questions</b> <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?  What are two ways people can make decisions? (4 <sup>th</sup> Grade Flash)  What are the structures of the reproductive system? (5 <sup>th</sup> Grade Flash)
<b>Content</b>  <i>What will students know?</i>	<b>Nutrition</b>	<b>Goal Setting</b>	<b>Locomotor: Skip*</b>  <b>Manipulative: Jumping Rope*</b>  <b>Complex Skills: Tag*</b>	<b>Cooperation</b>  <b>Flash Curriculum</b>
<b>Skills/ Activities</b>  <i>What will students do?</i>	<b>Food for Energy and Health</b> <ul style="list-style-type: none"> <li>• Vocab. p. 2.28</li> <li>• Energy Tag p. 2.32</li> <li>• Energy Pin Down p. 2.34</li> <li>• Healthy Tag p 2.37</li> </ul>	<b>Goal Setting</b> <ul style="list-style-type: none"> <li>• Vocab. 4.118</li> <li>• Goal Setting Practice p. 4.121</li> <li>• Penny Workout p. 4.125</li> </ul>	<b>Warm up activities</b> <ul style="list-style-type: none"> <li>• Traveling around gym using various locomotor movements</li> <li>• Jump Rope stations</li> </ul> <b>Low Organized Games</b> <ul style="list-style-type: none"> <li>• Relays (Skip)</li> <li>• Chicken Tag</li> <li>• Energy Tag</li> <li>• Tunnel Tag</li> <li>• Healthy Tag</li> </ul> <b>Field Day</b> <ul style="list-style-type: none"> <li>• Olympic Theme</li> <li>• Class competitions</li> <li>• Track and Field</li> <li>• Crossfit</li> </ul>	<b>Cooperation</b> <ul style="list-style-type: none"> <li>• Work with others</li> <li>• Encourage sharing</li> <li>• Be positive with teammates</li> <li>• Don' t blame others</li> <li>• Be on task</li> </ul> <b>Flash Curriculum</b>  4 <sup>th</sup> Grade Flash Lesson #6 pg. 6. 1-8  5 <sup>th</sup> Grade Flash Lesson #11 pg. 11.1-13

<b>Assessment</b>  <i>How will students demonstrate their learning?</i>	Basic Cumulative Assessment (5 <sup>TH</sup> Grade only) (S) Five for Life pg 6.3-7	Five for Life Penney Workout Calendar pg. 4.126 (F)	<b>Locomotor Rubric Skip*</b>  <b>Manipulative: Jumping Rope*</b>  <b>Complex Skills: Tag* (S)</b>	Instructor Observation (F)  Decision-making worksheet Lesson #6 (F)  Reproductive System Worksheet Lesson #11 (S)
<b>State Standards</b>	<b>10.1.3</b> C. Explain the role of the food guide pyramid in helping people eat a healthy diet. <ul style="list-style-type: none"> <li>• food groups</li> <li>• number of servings</li> <li>• variety of food</li> <li>• nutrients</li> </ul>	<b>10.5.3</b> A. Recognize and use basic movement skills and concepts. <ul style="list-style-type: none"> <li>• locomotor movements (e.g., run, leap, hop)</li> <li>• non-locomotor movements (e.g., bend, stretch, twist)</li> <li>• manipulative movements (e.g., throw, catch, kick)</li> <li>• relationships (e.g., over, under, beside)</li> <li>• combination movements (e.g., locomotor, non-locomotor, manipulative)</li> <li>• space awareness (e.g., self-space, levels, pathways, directions)</li> <li>• effort (e.g., speed, force)</li> </ul> B. Recognize and describe the concepts of motor skill development using appropriate vocabulary. <ul style="list-style-type: none"> <li>• form</li> <li>• developmental differences</li> </ul>	<b>10.5.3</b> A. Recognize and use basic movement skills and concepts. <ul style="list-style-type: none"> <li>• locomotor movements (e.g., run, leap, hop)</li> <li>• non-locomotor movements (e.g., bend, stretch, twist)</li> <li>• manipulative movements (e.g., throw, catch, kick)</li> <li>• relationships (e.g., over, under, beside)</li> <li>• combination movements (e.g., locomotor, non-locomotor, manipulative)</li> <li>• space awareness (e.g., self-space, levels, pathways, directions)</li> <li>• effort (e.g., speed, force)</li> </ul> B. Recognize and describe the concepts of motor skill development using appropriate vocabulary. <ul style="list-style-type: none"> <li>• form</li> <li>• developmental differences</li> </ul>	<b>10.1.3</b> A. Identify and describe the stages of growth and development. <ul style="list-style-type: none"> <li>• infancy</li> <li>• childhood</li> <li>• adolescence</li> <li>• adulthood</li> <li>• late adulthood</li> </ul> <b>10.4.3</b> F. Recognize positive and negative interactions of small group activities. <ul style="list-style-type: none"> <li>• roles (e.g., leader, follower)</li> <li>• cooperation/sharing</li> <li>• on task participation</li> </ul>

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