

<b>Timeframe:</b> September/February	<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>	How do the Five Components of Physical Fitness impact my life?	Can fitness be measured? Why are fitness scores important to overall health planning? What is goal setting?	How do the motor skills I am learning help me be successful in other activities I choose to do?	Why do we need rules and procedures?
<b>Content</b> <i>What will students know?</i>	<b>Five Components of Fitness Review</b> <ul style="list-style-type: none"><li>(Five for Life Intermediate pp. 1.1-1.39)</li></ul>	<b>Pre Fitness Measurements</b> (Fitness-gram Assessment Manual) <ul style="list-style-type: none"><li>Goal Setting for Life (Five for Life Intermediate pp 4.161-4.179)</li></ul>	<b>Loco-motor skills:</b> Bottom kicks Grapevine  <b>Combination skills:</b> Hand passing while moving	<b>Review rules, and classroom procedures.</b>  <b>Flash Curriculum</b>  <b>Look, Listen, Link Curriculum</b>
<b>Skills/ Activities</b> <i>What will students do?</i>	<b>Five Components of Fitness Review</b> <ul style="list-style-type: none"><li>(Five for Life Intermediate pp. 1.1-1.39)</li><li>Introduction p 1.4-1.6</li><li>Vocabulary p 1.7</li><li>Cardiorespiratory Endurance</li><li>Heart Health Walk/Run p 1.9</li></ul> <b>Muscular Strength and Endurance</b> <ul style="list-style-type: none"><li>Muscle Check-Up p 1.17</li><li>Flexibility p 1.21</li><li>Dynamic and Static Stretching</li><li>Routines p 1.25</li></ul> <b>Body Composition</b> <ul style="list-style-type: none"><li>Balance the Fat p 1.33</li></ul>	<b>Pre Fitness Measurements</b> (Fitness-gram Assessment Manual) <ul style="list-style-type: none"><li>Pacer</li><li>Curl-up</li><li>Push-ups</li><li>Sit and Reach</li><li>Height and weight (BMI)</li></ul> <b>Goal Setting for Life</b> <ul style="list-style-type: none"><li>(Five for Life Program-Intermediate p 4.161-4.179 Life Activities p 4.168 (Fitness Measurements Recording Sheet)</li></ul>	<b>Loco-motor skills:</b> Performed during warm-up activities <b>Combination skills:</b> Lifetime sport skills, ultimate Frisbee, football frenzy.	<b>Review rules, and classroom procedures.</b>  Students will listen to the procedures for changing, grading, and class organization.  <b>Flash Curriculum</b> <ul style="list-style-type: none"><li>Intro(grades 6 and 8)</li><li>Puberty (7)</li><li>Puberty day 1 &amp; 2 (6)</li><li>Touch and Abstinence (8)</li></ul> <b>Look, Listen, Link Curriculum</b> <ul style="list-style-type: none"><li>Stress and anxiety</li></ul>

	<ul style="list-style-type: none"> <li>Five for Life Circuit p 1.34-1.35</li> </ul>			
<b>Assessment</b> <i>How will students demonstrate their learning?</i>	Five for life Assessment pgs. 1.36-1.37 (Formative)	Fitness gram fitness test (Form)	Motor skills rubric for kickbacks, grapevine	Teacher evaluation Self-evaluation
<b>State Standards</b>	<p><b>10.4.9</b></p> <p>A. Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.</p>	<p><b>10.4.9</b></p> <p>A. Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.</p>	<p><b>10.5.9</b></p> <p>A. Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.</p> <p>B. Identify and apply the concepts of motor skill development to a variety of basic skills.</p> <ul style="list-style-type: none"> <li>transfer between skills</li> <li>selecting relevant cues</li> <li>types of feedback</li> <li>movement efficiency</li> <li>product (outcome/result)</li> </ul>	<p><b>10.1.9</b></p> <p>A. Analyze factors that impact growth and development between adolescence and adulthood.</p> <ul style="list-style-type: none"> <li>relationships (e.g., dating, friendships, peer pressure)</li> <li>interpersonal communication</li> <li>risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)</li> <li>abstinence</li> <li>STD and HIV prevention</li> <li>community</li> </ul>
<b>CCSS</b>				
<b>Equipment/ Resources</b>	Five for Life Intermediate Manual	Fitnessgram Cadences, sound system, sit and reach box, scales for ht/wt, Fitness Assessment Manual	Rubric- Locomotor skills Rubric-Combination skills	Based on individual school syllabi
<b>Notes:</b>				

<b>Timeframe:</b> <b>October/March</b>	<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 the FITT principle and how does it relate to cardiorespiratory endurance/muscular strength and endurance?	What is the difference between functional and circuit training?	How do the motor skills I am learning help me be successful in other activities I choose to do?	Why is it important to be a good sport?
<b>Content</b> <i>What will students know?</i>	<b>Cardiorespiratory and FITT</b> (Five for Life Intermediate p 1.40)  <b>Muscular Strength and Endurance and FITT</b> (Five for Life Intermediate p 1.57)	<b>Circuit Training</b> (Five for Life Circuit Training Manual)  <b>Functional Training</b> (Five for Life Manual p 4.1-4.46)	<b>Loco-motor skills:</b> Emphasis during warm-ups Lunge <b>Combination skills:</b> Dance/rhythm	<b>Sportsmanship Flash Curriculum</b>  <b>Look, Listen, Link Curriculum</b>
<b>Skills/Activities</b> <i>What will students do?</i>	<b>FITT Principle</b> (Five for Life Intermediate p1.40-1.72) <ul style="list-style-type: none"> <li>• Introduction p 1.40 and 1.60</li> <li>• Intensity levels pg. 2.37</li> <li>• Intensity level exploration</li> <li>• Vocabulary 1.45 and 1.62</li> </ul> <b>Cardiorespiratory Endurance/FITT</b> <ul style="list-style-type: none"> <li>• Cardio FITT Pin p 1.46</li> <li>• FITT Cardiorespiratory Endurance Recording Chart p 1.50</li> </ul> <b>Muscular Strength/Endurance and FITT</b> <ul style="list-style-type: none"> <li>• Muscular Strength and Endurance Recording Chart p 1.64</li> </ul>	<b>Five for Life: Circuit Training Manual</b> <ul style="list-style-type: none"> <li>• Introduction p 2</li> <li>• Vocabulary p 4.52 (Five For Life Manual Intermediate)</li> <li>• Good Times Circuit p 89</li> <li>• Full Fitness Circuit p 86</li> </ul> <b>Functional Training</b> (Five for Life Intermediate) <ul style="list-style-type: none"> <li>• Introduction p 4.4</li> <li>• Vocabulary p 4.5</li> <li>• Miming and describing p 4.6</li> </ul> Wrinkled T-Shirt p 4.8	<b>Locomotor skills:</b> emphasis during warm-up activities  <b>Combination skills:</b> Step ups to music, Line dance.	<b>Sportsmanship</b> <ul style="list-style-type: none"> <li>• Procedure for end of competitive game activities:</li> <li>• Shaking hands/high five</li> <li>• Playing fair</li> <li>• Compliment the other team</li> <li>• Encourage sharing</li> </ul> <b>Flash Curriculum</b> <ul style="list-style-type: none"> <li>• Reproductive system day 1&amp;2 (6)</li> <li>• Sexually transmitted diseases 1&amp;2 (7)</li> <li>• Birth control basics, Resource people (8)</li> </ul> <b>Look, Listen, Link Curriculum</b> <ul style="list-style-type: none"> <li>• Dealing with Stress and Anxiety</li> </ul>

<b>Assessment</b>  <i>How will students demonstrate their learning?</i>	Five for life Assessment pgs. 1.36-1.37 (Summative)	Cardio graphing worksheet pg. 1.12(Form) Intermediate curl-up recording sheet pg. 1.56 (Form) Muscular Strength and endurance worksheet pg. 1.63, 1.64 (Form)	Motor skills mastery rubric for Lunge	Teacher observation Student self-assessment
<b>State Standards</b>	<b>10.4.9</b> C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. <ul style="list-style-type: none"> <li>• exercise (e.g., climate, altitude, location, temperature)</li> <li>• healthy fitness zone</li> <li>• individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)</li> <li>• drug/substance use/abuse</li> </ul>	<b>10.5.9</b> A. Describe and apply the components of skill-related fitness to movement performance. <ul style="list-style-type: none"> <li>• agility</li> <li>• balance</li> <li>• coordination</li> <li>• power</li> <li>• reaction time</li> <li>• speed</li> </ul> B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. <ul style="list-style-type: none"> <li>• response selection</li> <li>• stages of learning a motor skill (i.e. verbal cognitive, motor, automatic)</li> <li>• types of skill (i.e. discrete, serial, continuous)</li> </ul>	<b>10.5.9</b> A. Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.	<b>10.1.9</b> A. Analyze factors that impact growth and development between adolescence and adulthood. <ul style="list-style-type: none"> <li>• relationships (e.g., dating, friendships, peer pressure)</li> <li>• interpersonal communication</li> <li>• risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)</li> <li>• abstinence</li> <li>• STD and HIV prevention</li> <li>• community</li> </ul>
<b>CCSS</b>				
<b>Equipment/ Resources</b>	Recording sheets, foam balls, bowling pins, FITT pin cards	Circuit Training Manual	Rubrics- Locomotor skills Rubric-Combination skills	<b>Look, Listen, and Link Flash curriculum</b>
<b>Notes:</b>				

Timeframe November/April	Health & Fitness Academic Content: <i>Cognitive knowledge that supports fitness &amp; 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 &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>	<i>How does eating the Recommended Daily Amount of foods affect my long-term health?</i>	<i>How can physical activity choices impact my life as an adolescent?</i>	How do the motor skills I am learning help me be successful in other activities I choose to do?	What responsibility does everyone have to safety, during physical activity?
<b>Content</b> <i>What will students know?</i>	<b>Five for Life: Nutrition</b> (Intermediate manual pp.2.1-2.68, 2.83-2.96)  <b>Cardiorespiratory system</b> pp 3.47-3.76	<b>Five for Life Intermediate Manual</b> <b>Heart rate training</b> <ul style="list-style-type: none"><li>pg. 4.85-4.103</li></ul> <b>Pedometers</b> <ul style="list-style-type: none"><li>pg. 4.104-4.123</li></ul>	<b>Loco-motor skills:</b> Emphasis during warm-ups Jumping Jacks  <b>Combination skills:</b> Dribbling while moving	<b>Personal responsibility</b> <b>Flash Curriculum</b>  <b>Look, Listen, Link Curriculum</b>
<b>Skills/Activities</b> <i>What will students do?</i>	<b>Five for Life: Nutrition</b> <ul style="list-style-type: none"><li>Introduction pg. 2.1-2.3 (intermediate manual pp.2.1-2.68, 2.83-2.96)</li><li><b>Vocabulary</b> pg. 2.5-2.6 Five for Life intermediate manual</li></ul> <b>Five for Life Nutrition Activity Handbook</b> <ul style="list-style-type: none"><li><b>Macronutrients/Micronutrients</b> macronutrient placemat pg. 2.13</li><li><b>My Plate</b> Toss the food pg. 18 Five for Life: Nutrition (intermediate manual pp.2.1-2.68, 2.83-2.96)</li><li><b>Energy in Energy out</b></li></ul>	<b>Five for Life Intermediate Manual</b> <b>Heart Rate Training</b> <ul style="list-style-type: none"><li>Heart health pyramid Introduction pg. 4.85</li><li>Age adjusted maximum and training heart rate formulas pg. 4.93</li></ul> <b>Pedometers</b> <ul style="list-style-type: none"><li>Intermediate Step Into Fitness Pedometer Challenge pg. 4.111</li></ul>	<b>Loco-motor skills:</b> Jumping Jacks <b>Combination skills:</b> Substitute soccer/basketball dribbling during the Macronutrient game, or any other activity.	<b>Personal responsibility</b> <ul style="list-style-type: none"><li>Caring for equipment</li><li>Mindful of personal space</li></ul> <b>Flash Curriculum</b> <ul style="list-style-type: none"><li>Pregnancy day 1&amp;2 (6)</li><li>Reproductive system, Pregnancy (7)</li><li>Communication basics, Asking honestly for what you want (8)</li></ul> <b>Look, Listen, Link Curriculum</b> <ul style="list-style-type: none"><li><b>Teen Depression</b></li></ul>

	<p>calorie burner pg. 30, calorie counter pg. 32 in the Five for Life: Nutrition (intermediate manual pp.2.1-2.68, 2.83-2.96</p> <p>Cardiorespiratory system pp 3.47- 3.76</p> <ul style="list-style-type: none"> <li>• Risk factor 4 square pg. 3.60</li> <li>• Oxygen express pg. 3.58</li> <li>• Cardiorespiratory relay pg. 3.54</li> </ul>			
<p><b>Assessment</b></p> <p><i>How will students demonstrate their learning?</i></p>	Nutrition Student Assessment pg. 2.23 (Formative)	Macronutrient Knowledge game pg. 2.15(Form)	Motor skills rubric for dribbling while moving	Teacher observation Student self-assessment
<b>State Standards</b>	<p><b>10.1.9</b></p> <p>C. Analyze nutritional concepts that impact health.</p> <ul style="list-style-type: none"> <li>• caloric content of foods</li> <li>• relationship of food intake and physical activity (energy output)</li> <li>• nutrient requirements</li> <li>• label reading</li> <li>• healthful food selection</li> </ul>	<p><b>10.4.9</b></p> <p>A. Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.</p> <p>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p> <ul style="list-style-type: none"> <li>• stress management</li> <li>• disease prevention</li> <li>• weight management</li> </ul> <p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical</p>	<p><b>10.5.9</b></p> <p>A. Describe and apply the components of skill-related fitness to movement performance.</p> <ul style="list-style-type: none"> <li>• agility</li> <li>• balance</li> <li>• coordination</li> <li>• power</li> <li>• reaction time</li> <li>• speed</li> </ul>	<p><b>10.1.9</b></p> <p>A. Analyze factors that impact growth and development between adolescence and adulthood.</p> <ul style="list-style-type: none"> <li>• relationships (e.g., dating, friendships, peer pressure)</li> <li>• interpersonal communication</li> <li>• risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)</li> <li>• abstinence</li> <li>• STD and HIV prevention</li> </ul>

		<p>activities.</p> <ul style="list-style-type: none"> <li>• exercise (e.g., climate, altitude, location, temperature)</li> <li>• healthy fitness zone</li> <li>• individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)</li> <li>• drug/substance use/abuse</li> </ul>		<ul style="list-style-type: none"> <li>• community</li> </ul>
<b>CCSS</b>				
<b>Equipment/ Resources</b>			Scooters, Basketballs, nutrient cards	Look, Listen, and Link Flash curriculum
<b>Notes:</b>				

<b>Timeframe:</b> Dec./Jan./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>	Why do I need my bones? How do my muscles work?	Why are fitness scores important to overall health planning?	How do the motor skills I am learning help me be successful in other activities I choose to do?	What responsibility does everyone have to safety, during physical activity?
<b>Content</b> <i>What will students know?</i>	<b>Five for Life Intermediate Manual</b>  <b>Skeletal System</b> <ul style="list-style-type: none"> <li>Bones for life pg. 3.1</li> </ul> <b>Muscular system</b> <ul style="list-style-type: none"> <li>Muscles for life pg. 3.47</li> </ul>	<b>Post Fitness Measurements (Fitness-gram Assessment Manual)</b>	<b>Loco-motor skills:</b> Emphasis during warm-up activities Leap <b>Combination skills:</b> Pivot in a game situation	<b>Flash Curriculum</b>  <b>Look, Listen, Link Curriculum</b>
<b>Skills/ Activities</b> <i>What will students do?</i>	<b>Five for Life Intermediate Manual</b> <ul style="list-style-type: none"> <li>Introduction pg. 3.1, pg. 3.23</li> <li>Vocabulary pg. 3.7, pg. 3.29</li> <li>Skeleton Basketball pg. 3.8</li> <li>Muscles for life circuit pg. 3.31</li> </ul>	<b>Pre Fitness Measurements (Fitnessgram Assessment Manual)</b> <ul style="list-style-type: none"> <li>Pacer</li> <li>Curl-up</li> <li>Push-ups</li> <li>Sit and Reach</li> <li>Height and weight (BMI)</li> </ul>	<b>Loco-motor skills:</b> Leap <b>Combination skills:</b> Pivot in a game situation- to be taught during ultimate Frisbee, or skeleton basketball	<b>Flash Curriculum</b> <ul style="list-style-type: none"> <li>HIV/AIDS day 1&amp;2 (6)</li> <li>Decision making/Teen Parenthood, Touch/Abstinence (7)</li> <li>Taking no for an answer, Saying no, Defending your rights (8)</li> </ul> <b>Look, Listen, Link Curriculum</b> <ul style="list-style-type: none"> <li>Suicide Prevention/skill practice</li> </ul>
<b>Assessment</b> <i>How will students demonstrate their learning?</i>	Bones for life student assessment pg. 3.17, 3.18 (Summative) Five for Life post-test(Summative) Muscles for life student assessment(Summative)	Skeleton Relay pg. 3.14-3.15 (Form) Fitness gram post testing (Summative) Muscles for life Activity pg. 3.31(Form)	Motor Skills rubric for Leaping	Teacher observation Student self-evaluation



<b>State Standards</b>	<p>10.4.9</p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.</p> <p>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p> <ul style="list-style-type: none"> <li>• stress management</li> <li>• disease prevention</li> <li>• weight management</li> </ul> <p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> <li>• exercise (e.g., climate, altitude, location, temperature)</li> <li>• healthy fitness zone</li> <li>• individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)</li> <li>• drug/substance use/abuse</li> </ul>	<p>10.4.9</p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.</p> <p>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p> <ul style="list-style-type: none"> <li>• stress management</li> <li>• disease prevention</li> <li>• weight management</li> </ul> <p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> <li>• exercise (e.g., climate, altitude, location, temperature)</li> <li>• healthy fitness zone</li> <li>• individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)</li> <li>• drug/substance use/abuse</li> </ul>	<p>10.4.9</p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.</p> <p>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p> <ul style="list-style-type: none"> <li>• stress management</li> <li>• disease prevention</li> <li>• weight management</li> </ul> <p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> <li>• exercise (e.g., climate, altitude, location, temperature)</li> <li>• healthy fitness zone</li> <li>• individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)</li> <li>• drug/substance use/abuse</li> </ul>	<p>10.1.9</p> <p>A. Analyze factors that impact growth and development between adolescence and adulthood.</p> <ul style="list-style-type: none"> <li>• relationships (e.g., dating, friendships, peer pressure)</li> <li>• interpersonal communication</li> <li>• risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)</li> <li>• abstinence</li> <li>• STD and HIV prevention</li> <li>• community</li> </ul>
<b>CCSS</b>				
<b>Equipment/ Resources</b>	<b>Five for Life Manual</b> skeleton hand out	Fitnessgram Cadences, sound system, sit and reach box, scales for ht/wt, Fitness Assessment Manual		Look, Listen, and Link Flash curriculum
<b>Notes:</b>				