

<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>	<i>What are the 5 components of fitness?</i>  <i>How does intensity level affect my physical activity?</i>  <i>How would you evaluate your physical activity choices and the way they affect your ability to achieve your fitness and activity goals?</i>	<i>How would you evaluate your physical activity to improve &amp; achieve your fitness and activity goal?</i>  <i>How can keeping track of my steps help improve my health, performance, &amp; appearance?</i>	<i>How will motor skills continue to be used throughout my life?</i>	<i>How to make positive and healthy decisions?</i>  <i>What is stress and depression?</i> <i>What are healthy coping mechanisms to deal with stress and depression?</i>
<b>Content</b> <i>What will students know?</i>	<b>5 Components of Fitness</b> <ul style="list-style-type: none"><li>(5 for Life Advanced pp. 1.1 – 1.33)</li></ul> <b>Intensity</b> <ul style="list-style-type: none"><li>(5 for Life Advanced pp. 1.42 – 1.48)</li></ul>	<b>Pre-Fitness Measurements</b> (Fitnessgram Assessment Manual)  <b>Pedometers</b>  <b>Fitness Center Introduction</b> (fitness lab orientation, Fitness For Life pp. 189, District- wide Fitness Center contract, demonstrations)	<b>Locomotor-</b> Using dynamic stretching as a warm up  <b>Non- Locomotor-</b> Using fitness centers and circuit training  <b>Combination Skills-</b>  <b>Complex Skills-</b> Emphasis is on lifetime fitness and functional movements at this level based on student choice/fitness	<b>FLASH Curriculum</b>  <b>H.E.L.P. : Suicide Prevention Curriculum</b>
<b>Skills/ Activities</b> <i>What will students do?</i>	<b>5 Components of Fitness</b> (5 for Life Advanced pp. 1.1 – 1.33) <ul style="list-style-type: none"><li>Introduction p 1.4</li><li>Vocabulary &amp; definitions p 1.6</li><li>Cardiorespiratory Endurance<ul style="list-style-type: none"><li>Advanced 5 minute walk &amp; jog p 1.8</li><li>Advanced cardiorespiratory</li></ul></li></ul>	<b>Pre-Fitness Measurements</b> (Fitnessgram Assessment Manual): Fitnessgram Protocol Review <ul style="list-style-type: none"><li>Introduction p. 1</li><li>Pacer p. 28</li><li>Curl-Ups p. 42</li><li>Push-Ups p. 47</li></ul> <b>Pedometers</b> <ul style="list-style-type: none"><li>Walking Tag p. 4.110</li></ul> Steps for Life Log and Graphing	<b>Locomotor-</b> Using dynamic stretching as a warm up  <b>Non- Locomotor-</b> Using fitness centers and circuit training <ul style="list-style-type: none"><li>Weight transfer</li><li>Squat</li><li>Push ups</li></ul> <b>*Complex Skills-</b> Emphasis is on lifetime fitness and functional movements at this level based	<b>FLASH Curriculum</b> <ul style="list-style-type: none"><li>Flash Intro- Climate Setting</li><li>Reproductive System- Day 1</li><li>Reproductive System- Day 2</li><li>Pregnancy- Day 1</li></ul> <b>H.E.L.P. Curriculum</b> <ul style="list-style-type: none"><li>Lesson 1: Suicide- Stress and Depression</li></ul>

	<p>graphing activity</p> <ul style="list-style-type: none"> <li>• Muscular strength &amp; endurance p. 1.13                             <ul style="list-style-type: none"> <li>○ Advanced Muscular Strength &amp; Endurance Tag Activities pp. 1.15 – 1.16</li> </ul> </li> <li>• Flexibility p. 1.18</li> <li>• Body composition p. 1.26                             <ul style="list-style-type: none"> <li>○ Energy In/Energy Out, p. 1.27</li> </ul> </li> </ul> <p><b>Intensity</b> (5 for Life Advanced pp. 1.42 – 1.48)</p> <ul style="list-style-type: none"> <li>• Introduction to Intensity p. 1.41</li> </ul>	<p>Activity pp. 4 <b>tea</b></p> <ul style="list-style-type: none"> <li>• .118 – 4.119</li> </ul>	<p>on student choice/fitness</p> <p><b>Cooperative Activities</b></p> <p><b>Organized Team Sports</b></p>	
<p><b>Assessment</b></p> <p><i>How will students demonstrate their learning?</i></p>	<p>Five for life Program –Advanced Student Assessment p. 1.30-1.31</p>	<p>Fitness Pre- Assessment</p> <ul style="list-style-type: none"> <li>• Fitness Recording Sheet</li> <li>• Teacher Observation</li> <li>• Class Discussion</li> </ul>	<p>Rubric (Wenet Non-Locomotor Skills) Push up, squat, weight transfer (F)</p> <p>Self-Reflections (F)</p>	<p>Warm Up (bell ringer)</p> <p>Student/Parent (optional)</p> <p>Homework</p> <p>Exit Ticket</p> <p>Anonymous Questions</p>

<p><b>State Standards</b></p>	<p><b>10.4.9</b> 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><b>10.5.9</b> D. Identify and describe the principles of training using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• specificity</li> <li>• overload</li> <li>• progression</li> <li>• aerobic/anaerobic</li> <li>• circuit/interval</li> <li>• repetition/set</li> </ul>	<p><b>10.4.9</b> 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> 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><b>10.4.9</b> 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><b>10.5.9</b> 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>10.5.9</b> B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.</p> <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>	<p><b>10.1.9.</b> 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> <p><b>10.1.9</b> B. Analyze the interdependence existing among the body systems.</p> <p><b>10.1.9</b> D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.</p> <ul style="list-style-type: none"> <li>• decision-making/refusal skills</li> <li>• situation avoidance</li> <li>• goal setting</li> <li>• professional assistance (e.g., medical, counseling, support groups)</li> <li>• parent involvement</li> </ul> <p><b>10.1.9</b> E. Analyze how personal choice, disease and genetics can impact</p>
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				health maintenance and disease prevention.
<b>CCSS</b>				
<b>Equipment/ Resources</b>	5 for Life Advanced Curriculum  Fitness For Life (Corbin and Lindsey)	Fitnessgram Book & CD Sit & Reach Box Stadiometer Mats Curl-Up Strips Pedometers WELNET Software		<b>FLASH Curriculum Binder</b>  <b>H.E.L.P. : Suicide Prevention Curriculum Binder</b>
<b>Notes:</b>				

Timeframe: October/March	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>What principles can be used to improve physical fitness?</i>  <i>How can goal setting help me improve health performance and appearance?</i>  <i>How can I improve the health of my bones and muscles? How do bones and muscles work together?</i>	<i>What are training principles &amp; how can they help me get more fit?</i>	<i>How will motor skills continue to be used throughout my life?</i>	<i>What are the signs of pregnancy?</i> <i>What are ways to show courtesy and respect for others who's aspects of sexuality are different than one's own?</i>  <i>What are the warning signs and causes of suicidal behaviors?</i> <i>What are helpful resources when coping with suicidal behaviors?</i>
<b>Content</b> <i>What will students know?</i>	<b>Training Principles</b> (5 for Life Advanced pp.1.35 -1.59)  <b>Goal Setting for Life</b> (5 for Life Advanced pp. 4.167-4.198)  <b>Bones and Muscles for Life</b>	<b>Fitness Center</b>  <b>Circuit Training</b>	<b>Locomotor-</b> Using dynamic stretching as a warm up  <b>Non locomotor</b> – used during time in fitness center and workouts	<b>FLASH Curriculum</b>  <b>H.E.L.P. : Suicide Prevention Curriculum</b>
<b>Skills/ Activities</b> <i>What will students do?</i>	<b>Training Principles</b> (5 for Life Advanced pp.1.38 -1.59) <ul style="list-style-type: none"> <li>• Introduction pp. 1.38 – 1.39</li> </ul> <b>Goals Setting for Life</b> (SMART Goal Strategies) <ul style="list-style-type: none"> <li>• 5 for Life Advanced p. 4.174</li> <li>• WELNET</li> </ul> <b>Bones and Muscles for Life</b> (5 for Life Advanced pp. 3.16-3.21) <ul style="list-style-type: none"> <li>• Bone, muscle, &amp; joint identification in movement</li> </ul>	<b>Training Principles</b> (5 for Life Advanced pp.1.38 -1.59) <ul style="list-style-type: none"> <li>• Cardiorespiratory Endurance Recording Activity pp. 1.50 - 1.51</li> <li>• Muscular Strength &amp; Endurance Activity pp. 1.52 – 1.55</li> </ul> <b>Goal Setting for Life</b> (5 for Life Advanced pp. 4.145 – 4.171) <ul style="list-style-type: none"> <li>• Student Introduction p. 4.148</li> <li>• Vocabulary and definitions p. 4.150</li> <li>• Goal Setting for Life Activities pp. 4.152 – 4.171</li> </ul>	<b>Locomotor-</b> Using dynamic stretching as a warm up <ul style="list-style-type: none"> <li>• Power skip</li> <li>• Back pedal</li> <li>• Walking lunge</li> <li>• Carioca</li> <li>• <b>Assessed at this point</b></li> </ul> <b>Non Locomotor -</b> <ul style="list-style-type: none"> <li>• Weight Transfer</li> <li>• Squat</li> <li>• Push-ups</li> </ul> <b>Low Organized Games Examples:</b> <ul style="list-style-type: none"> <li>• Tchoukball</li> <li>• Volleyball</li> <li>• Ultimate Frisbee</li> </ul>	<b>FLASH Curriculum</b> <ul style="list-style-type: none"> <li>• Pregnancy Day 2</li> <li>• Sexual Orientation Day 1</li> <li>• Sexual Orientation Day 2</li> </ul> <b>H.E.L.P. Curriculum</b> <ul style="list-style-type: none"> <li>• Lesson 2: Suicide: Warning Signs/ Causes of Suicidal Behaviors</li> </ul>

	(p. 3.31)	<ul style="list-style-type: none"> <li>• Activity Stations (Basic Manual 4.115)</li> <li>• Reflection: what does it mean to you?</li> <li>• Five for Life goal setting resources                             <ul style="list-style-type: none"> <li>○ SMART goals (intermediate and advanced manuals)</li> <li>○ Fitness Plans</li> <li>○ Use WELNET</li> </ul> </li> </ul> <p><b>Bones and Muscles for Life</b></p> <ul style="list-style-type: none"> <li>• Student Introduction</li> <li>• Vocabulary and definitions</li> <li>• Bones and Muscles for Life Activities pp. 3.21- 3.37</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Speedball</li> <li>• Mat Ball</li> <li>• Soccer</li> <li>• Badmitton</li> <li>• Softball/T ball</li> <li>• <b>*Catch/Receive moving</b></li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Step count</li> <li>• Rhythm</li> <li>• Line Dances</li> <li>• Hip Hop Dances</li> <li>• Group Dances</li> <li>• Aerobic Dances</li> <li>• Cultural Dances</li> <li>• <b>* Student Led Dance/Rhythm</b></li> </ul>	
<b>Assessment</b> <i>How will students demonstrate their learning?</i>	Five for Life Program – Advanced Student Assessment p 1.31-1.32 WELNET Goal Setting Five for Life Program – Advanced Student Assessment p. 3.39-3.40	Five for Life Program – Advanced Student Assessment p 1.31-1.32 WELNET Goal Setting Five for Life Program – Advanced Student Assessment p. 3.39-3.40	Locomotor Rubric (Power skip, back pedal, walking lunge, carioca)  Reflective questions Teacher Observation Student demonstration	Warm Up (bell ringer) Student/Parent (optional) Homework Exit Ticket Anonymous Questions
<b>State Standards</b>	<p><b>10.4.9</b> 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> B. Analyze the effects of regular participation in</p>	<p><b>10.4.9</b> 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> B. Analyze the effects of regular participation in</p>	<p><b>10.5.9</b> 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> 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> </ul>

	<p>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><b>10.4.9</b> 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>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><b>10.4.9</b> 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><b>10.5.9</b> B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.</p> <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>	<ul style="list-style-type: none"> <li>• STD and HIV prevention</li> <li>• community</li> </ul> <p><b>10.1.9</b> B. Analyze the interdependence existing among the body systems.</p> <p><b>10.1.9</b> D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.</p> <ul style="list-style-type: none"> <li>• decision-making/refusal skills</li> <li>• situation avoidance</li> <li>• goal setting</li> <li>• professional assistance (e.g., medical, counseling, support groups)</li> <li>• parent involvement</li> </ul> <p><b>10.1.9</b> E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.</p>
<p><b>CCSS</b></p>				
<p><b>Equipment/ Resources</b></p>	<p>5 for Life Advanced Curriculum 5 for Life Basic Curriculum 5 for Life Intermediate Curriculum</p>	<p>5 for Life Advanced Curriculum 5 for Life Basic Curriculum 5 for Life Intermediate Curriculum WELNET Goal Setting, SMART Goals and Fitness Plans</p>	<p>WELNET software</p>	<p><b>FLASH Curriculum Binder</b> <b>H.E.L.P. : Suicide Prevention Curriculum Binder</b></p>
<p><b>Notes:</b></p>				

<b>Timeframe:</b> November/April	<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>	<i>How can I take steps to change risk factors that are partially under your control?</i>  <i>How can I analyze the role food plays in my over health and diet?</i>  <i>How can circuit training improve my general fitness as well as sport skills, specific components of fitness, and gross motor skills?</i>	<i>How can physical activity choices impact my life as an adolescent?</i>	<i>How will motor skills continue to be used throughout my life?</i>	<i>What are ways that gender stereotypes limit one's ability to make healthy decisions?</i>  <i>What is a three-prong intervention strategy?</i>
<b>Content</b> <i>What will students know?</i>	<b>Risk Factors</b> <ul style="list-style-type: none"> <li>(5 for Life Intermediate, p. 3.60)</li> </ul> <b>Nutrition</b> <ul style="list-style-type: none"> <li>(5 for Life Nutrition Manual pp.)</li> </ul> <b>Circuit Training</b> <ul style="list-style-type: none"> <li>(5 for Life Circuit Training Manual pp.)</li> </ul>	<b>Risk Factors:</b> <ul style="list-style-type: none"> <li>(5 for Life Intermediate p. 3.60)</li> </ul> <b>Nutrition:</b> <ul style="list-style-type: none"> <li>(5 for Life Intermediate p. 1.32)</li> </ul> <b>Circuit Training:</b> <ul style="list-style-type: none"> <li>(5 For Life Circuit Training manual)</li> </ul>	<b>Locomotor-</b> Using dynamic stretching as a warm up  <b>Non Locomotor -</b> used in fitness center and circuits	<b>FLASH Curriculum</b>  <b>H.E.L.P. : Suicide Prevention Curriculum</b>
<b>Skills/ Activities</b> <i>What will students do?</i>	<b>Risk Factors</b> <ul style="list-style-type: none"> <li>(5 for Life Intermediate, pp. ?)</li> <li>Risk Factor 4 Square p. 3.60</li> </ul> <b>Nutrition:</b> Balance the Fat (5 for Life Intermediate p. 1.32)  <b>Nutrition:</b> Why did I eat that? (5	<b>Risk Factors:</b> Risk Factor 4 Square (5 for Life Intermediate p. 3.60)  <b>Risk Factor:</b> Teacher Choice*  <b>Nutrition:</b> Balance the Fat (5 for Life Intermediate p. 1.32)  <b>Nutrition:</b> Why did I eat that? (5	<b>Locomotor-</b> Using dynamic stretching as a warm up <b>Non Locomotor -</b> <ul style="list-style-type: none"> <li>Weight Transfer</li> <li>Squat</li> <li>Push-ups</li> <li>Assessed at this point</li> </ul> <b>Low Organized Games</b>	<b>FLASH Curriculum</b> <ul style="list-style-type: none"> <li>Gender Stereotypes Day 1</li> <li>Gender Stereotypes Day 2</li> </ul> <b>H.E.L.P Curriiculum</b> <ul style="list-style-type: none"> <li>Lesson 3: Suicide: Suicide Intervention Skills</li> </ul>



	<p>for Life Circuit Training p. 78)</p> <p><b>Nutrition:</b> Ultimate Energy Pin Down (5 For Life Nutrition p. 49)</p> <p><b>Circuit Training:</b> (5 For Life Circuit Training manual)</p> <ul style="list-style-type: none"> <li>• Body Weight</li> <li>• Sport skills</li> <li>• Theme</li> </ul> <p>Skill related fitness</p>	<p>for Life Circuit Training p. 78)</p> <p><b>Nutrition:</b> Ultimate Energy Pin Down (5 For Life Nutrition p. 49)</p> <p><b>Circuit Training:</b> (5 For Life Circuit Training manual)</p> <ul style="list-style-type: none"> <li>• Body Weight</li> <li>• Sport skills</li> <li>• Theme</li> <li>• Skill related fitness</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Tchoukball</li> <li>• Volleyball</li> <li>• Ultimate Frisbee</li> <li>• Speedball</li> <li>• Mat Ball</li> <li>• Soccer</li> <li>• Badmitton</li> <li>• Softball/T ball</li> <li>• <b>*Catch/Receive moving</b></li> </ul>	
<p><b>Assessment</b></p> <p><i>How will students demonstrate their learning?</i></p>	<p>Teacher Observation</p> <p>Self-Reflection</p>	<p>Five for Life Program – Advanced Student Assessment p 4.82-4.83</p> <p>Teacher Observation</p> <p>Self-Reflection</p>	<p>Reflective questions</p> <p>Teacher Observation</p> <p>Student demonstration</p>	<p>Warm Up (bell ringer)</p> <p>Student/Parent (optional)</p> <p>Homework</p> <p>Exit Ticket</p> <p>Anonymous Questions</p>
<p><b>State Standards</b></p>	<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>	<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>	<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>10.5.9</b></p> <p>B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.</p> <ul style="list-style-type: none"> <li>• response selection</li> <li>• stages of learning a motor skill (i.e.</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> <p><b>10.1.9</b></p> <p>B. Analyze the interdependence existing among the body systems.</p>

	<p><b>10.1.9</b>                      C. Analyze factors that impact nutritional choices of adolescents.</p> <ul style="list-style-type: none"> <li>• body image</li> <li>• advertising</li> <li>• dietary guidelines</li> <li>• eating disorders</li> <li>• peer influence</li> <li>• athletic goals</li> </ul>	<p><b>10.1.9</b>                      C. Analyze factors that impact nutritional choices of adolescents.</p> <ul style="list-style-type: none"> <li>• body image</li> <li>• advertising</li> <li>• dietary guidelines</li> <li>• eating disorders</li> <li>• peer influence</li> <li>• athletic goals</li> </ul> <p><b>10.4.9</b>                      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>verbal cognitive, motor, automatic)                      • types of skill (i.e. discrete, serial, continuous)</p>	<p><b>10.1.9</b>                      D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use. • decision-making/refusal skills</p> <ul style="list-style-type: none"> <li>• situation avoidance</li> <li>• goal setting</li> <li>• professional assistance (e.g., medical, counseling, support groups)</li> <li>• parent involvement</li> </ul> <p><b>10.1.9</b>                      E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.</p>
<p><b>CCSS</b></p>				
<p><b>Equipment/ Resources</b></p>	<p>5 for Life Intermediate Curriculum</p>	<p>5 For Life Advanced Binder                      Circuit Training Manual</p>		<p><b>FLASH Curriculum Binder</b>   <b>H.E.L.P. : Suicide Prevention Curriculum Binder</b></p>
<p><b>Notes:</b></p>				

<b>Timeframe:</b> December/January 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>	<i>What is functional fitness and why is it important to our everyday lives?</i>  <i>How does hydration affect my health performance and appearance?</i>  <i>How much sleep do I need? What affects the quality of sleep?</i>  <i>What knowledge is necessary to create a personal fitness plan?</i>	<i>How can using functional equipment improve performance in athletics and/ or in daily living activities?</i>  <i>How much water do I need according to my activity levels?</i>  <i>How does sleep effect my overall wellness?</i>  <i>How can my fitness plan change throughout my life?</i>	<i>How will motor skills continue to be used throughout my life?</i>	<i>How do you end unhealthy relationships? What is sexual consent and explain its implications for decision making? How can you protect yourself while using social media?</i>  <i>How do you help someone who is troubled and displaying suicidal behaviors?</i>
<b>Content</b> <i>What will students know?</i>	<b>Functional Fitness</b> (5 for Life Advanced pp.4.1 -4.47)  <b>Hydration</b> (5 for Life Advanced pp. 2.52-2.56)  <b>Sleep and relaxation</b> (5 for Life Advanced pp. 2.37-2.51)  <b>Fitness Plan</b> (5 for Life Advanced pp. 4.177-4.194)	<b>Functional Fitness</b> (5 for Life Circuit Training )  <b>Hydration</b>  <b>Sleep and relaxation</b> (5 for Life Advanced pp. 2.37-2.51)  <b>Fitness Plan Implementation</b>  <b>Post-Fitness Assessment</b>	<b>Locomotor-</b> Using dynamic stretching as a warm up  <b>Combination Skills</b> * Student led Dance/Rhythm	<b>FLASH Curriculum</b>  <b>H.E.L.P. : Suicide Prevention Curriculum</b>
<b>Skills/ Activities</b> <i>What will students do?</i>	<b>Functional Fitness</b> (5 for Life Advanced pp.4.1 -4.47)  <ul style="list-style-type: none"> <li>• Whole Class Functional Equipment Workout (p. 4.13)</li> <li>• Pillar of Movement (p. 4.14)</li> </ul>	<b>Functional Fitness</b> (5 for Life Circuit Training ) <ul style="list-style-type: none"> <li>• Body Burner (p. 83)</li> <li>• Fitness Fanatic (p. 85)</li> <li>• Feeling the Core (5 for Life Advanced 4.11-4.12)</li> <li>• Whole class functional equipment workout (5 for Life</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>• Step count</li> <li>• Rhythm</li> <li>• Line Dances</li> <li>• Hip Hop Dances</li> <li>• Group Dances</li> <li>• Aerobic Dances</li> <li>• Cultural Dances</li> </ul>	<b>FLASH Curriculum</b> <ul style="list-style-type: none"> <li>• Healthy Relationships Day 1</li> <li>• Healthy Relationships Day 2</li> <li>• Coercion and Consent Day 1</li> <li>• Coercion and Consent Day 2</li> </ul>

	<p><b>Hydration</b> (5 for Life Advanced pp. 2.52-2.56)</p> <ul style="list-style-type: none"> <li>Hydration relay (p. 2.60)</li> <li>Hydration Log (p. 2.54)</li> </ul> <p><b>Sleep and relaxation</b> (5 for Life Advanced pp. 2.37-2.51)</p> <ul style="list-style-type: none"> <li>Progressive Muscle Relaxation (2.45)</li> </ul>	<p>Advanced 4.13)</p> <p><b>Hydration</b> (5 for Life Advanced pp. 2.52-2.56)</p> <ul style="list-style-type: none"> <li>Hydration Log (5 for Life Advanced pp. 2.57)</li> <li>Hydration Relay (5 for Life Advanced pp. 2.60)</li> <li>Bounces per Ounces (Intermediate pp. 2.94)</li> </ul> <p><b>Sleep and relaxation</b> (5 for Life Advanced pp. 2.37-2.51)</p> <ul style="list-style-type: none"> <li>Progressive Muscle Relaxation (5 for Life Advanced 2.45)</li> <li>Yoga (teacher choice of resources*)</li> </ul> <p><b>Fitness Plan Implementation</b></p> <ul style="list-style-type: none"> <li>5 for Life Advanced Fit Fitness Plan –year 1 and 2 (pp. 4167-pp.4.187)</li> </ul> <p><b>Post-Fitness Assessment</b></p>	<ul style="list-style-type: none"> <li><b>* Student Led Dance/Rhythm</b></li> </ul>	<ul style="list-style-type: none"> <li>Online Safety Day 1</li> <li>Online Safety Day 2</li> </ul> <p><b>H.E.L.P. Curriculum</b></p> <ul style="list-style-type: none"> <li>Suicide Intervention Skills Practice/Roll Plays</li> </ul>
<p><b>Assessment</b></p> <p><i>How will students demonstrate their learning?</i></p>	<p>Five for Life Program – Advanced Student Assessment p 4.44-4.45</p> <p>Hydration Logs 2.59</p> <p>Sleep Logs 2.44</p> <p>Self-Reflection</p>	<p>Post Fitness Assessment</p> <p>Five for Life Program – Advanced Student Assessment p 4.44-4.45</p> <p>Hydration Logs 2.59</p> <p>Sleep Logs 2.44</p> <p>Self-Reflection</p>	<p>Reflective questions</p> <p>Teacher Observation</p> <p>Student demonstration</p>	<p>Warm Up (bell ringer)</p> <p>Student/Parent (optional)</p> <p>Homework</p> <p>Exit Ticket</p> <p>Anonymous Questions</p>

<p><b>State Standards</b></p>	<p>10.1.9</p> <p>B. Analyze the interdependence existing among the body systems.</p> <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>10.1.9</p> <p>B. Analyze the interdependence existing among the body systems.</p> <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><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>10.5.9</b></p> <p>B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.</p> <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>	<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> <p><b>10.1.9</b></p> <p>B. Analyze the interdependence existing among the body systems.</p> <p><b>10.1.9</b></p> <p>D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.</p> <ul style="list-style-type: none"> <li>• decision-making/refusal skills</li> <li>• situation avoidance</li> <li>• goal setting</li> <li>• professional assistance (e.g., medical, counseling, support groups)</li> <li>• parent involvement</li> </ul> <p><b>10.1.9</b></p> <p>E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.</p>
<p>CCSS</p>				

<b>Equipment/ Resources</b>	Five for Life Binder	<ul style="list-style-type: none"> <li>• Functional Screening Movement Kit</li> <li>• Foam Rollers</li> </ul>		<b>FLASH Curriculum Binder</b>  <b>H.E.L.P. : Suicide Prevention Curriculum Binder</b>
<b>Notes:</b>				