

<b>Standard:</b> 6.1 The student will demonstrate and apply mature movement forms in a variety of activities and identify the six components of skill-related fitness.			
<b>ESSENTIAL UNDERSTANDINGS</b>			
<ul style="list-style-type: none"> <li>Understanding movement skills and concepts allows for efficient and effective mature movement that can be applied to a variety of activities.</li> <li>Manipulative skills are basic to the development of sport skills.</li> <li>Individuals who learn to move effectively and efficiently and who feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</li> </ul>			
<b>Standard(s)</b> <b>Student Friendly Language</b> What will the student know and be able to do?	<b>SUGGESTED / SAMPLE ASSESSMENTS</b>	<b>Terms (Vocabulary) and Content Information</b>	<b>SUGGESTED / SAMPLE ACTIVITIES</b>
<p><b>6.1 a)</b> Combine and apply mature locomotor and manipulative skills into specialized sequences, to include overhand and underhand throwing and catching; execution to a target; hand and/or foot dribbling; volleying/striking and/or batting ball; and applying sequences, to include change of direction, speed, patterns, pathways, and spatial relationships in partner and small-group modified game-play that includes dynamic and unpredictable situations.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can perform the skills needed to be successful in (specific activity: e.g.; golf, tennis, softball, etc.) and demonstrate my ability to be successful through a skill checklist.</p> <p>I can combine and locomotor and manipulative skills</p>	<p><b>Assessment of Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>Video: Analyze the critical skill elements of manipulative skill sequences and make suggestions for skill improvement.</li> <li>Self/peer assessment of manipulative skill sequences.</li> <li>Checklist to record/self-assess individual skill performance.</li> </ul> <p><b>Assessment for Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>Skill Checklist</li> <li>Skill Rubric</li> </ul> <p style="text-align: center;">Sample Rubric</p> <p>4 (<i>Beyond what was taught</i>)            Displays consistent and correct performance of all elements during modified game-play situations that include dynamic and unpredictable situations.</p>	<ul style="list-style-type: none"> <li>Manipulative skill is one in which a person handles an object with the hands, feet, or other body parts. Manipulative skills require control of body and object.</li> <li>Locomotor skills are when the body moves from one place to another within vertical plane.</li> <li>Mature motor patterns are the conscious application of biomechanical principals to locomotor and manipulative skills.</li> <li>Skill: The ability to perform a particular movement well.            Skill criteria –           <ul style="list-style-type: none"> <li>Goal directed with an end result. It is vital that the performer is aware of this and the reasons for trying to achieve it.</li> <li>Skills are learned. They require practice and experience to produce a permanent change to the performance.</li> <li>It is efficient in terms of the outlay in energy/time.</li> <li>It is internal processing as well as a physical action. The situation is analyzed, a decision is then</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic assessments to pre-test cognitive knowledge and skill performance of mature movement forms and skill combinations. Example: Cognitive knowledge of critical skill cues or skill combination performance of throwing.           <ul style="list-style-type: none"> <li>Mature Throwing Patterns to moving targets:               <ul style="list-style-type: none"> <li>Turn of the trunk away from intended direction of the throw.</li> <li>Long stride forward with opposite foot.</li> <li>Throwing arm swings backward and upward for overhead throw, sideward for side arm throw and downward for underhand throw.</li> <li>Hips, spine and shoulders rotate in direction of throw as arm is whipped forward.</li> <li>Reach toward target and follow through.</li> </ul> </li> <li>Mature throwing patterns:               <ul style="list-style-type: none"> <li>Stationary and throwing to a stationary target.</li> <li>Stationary and throwing to a moving target.</li> <li>Moving and throwing to a stationary target.</li> <li>Moving and throwing to a moving target.</li> </ul> </li> </ul> </li> <li>Modified games and activities involving locomotor and manipulative skills in a variety of situations such as: overhand and underhand throwing and catching; execution to a target; hand and/or foot dribbling; volleying/striking and/or batting a ball.            Example Lessons:           <ul style="list-style-type: none"> <li><a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5610#.V4zL57f6vcs">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5610#.V4zL57f6vcs</a></li> </ul> </li> </ul>

<p>accurately in (specific activity: e.g.; volleyball, soccer, hockey, etc.) and demonstrate them in unpredictable game play situations using a rubric.</p>	<p>3 (<i>What was explicitly taught</i>) Performs all critical elements appropriately and consistently.</p> <p>2 (<i>Identify basic elements</i>) Performs critical elements in isolation.</p> <p>1 (<i>With help/prompts/cues</i>) With teacher cues, student can demonstrate some/most of the critical elements in isolation.</p>	<p>computed within the brain, and then an appropriate skill/technique is selected and performed.</p> <ul style="list-style-type: none"> <li>• Unpredictable game-play promotes discovery but also advances adaptability.</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1810#.V4zSSLf6vcs">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1810#.V4zSSLf6vcs</a></li> <li>○ <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2100#.V4zStrf6vcs">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2100#.V4zStrf6vcs</a></li> <li>○ <a href="http://www.sparkpe.org/wp-content/uploads/2011/05/06FlyingDiscDurangoBoot.pdf">http://www.sparkpe.org/wp-content/uploads/2011/05/06FlyingDiscDurangoBoot.pdf</a></li> <li>• Displaying assessment rubrics/checklists when skills are introduced. Examples: <ul style="list-style-type: none"> <li>○ Catching cues: <ul style="list-style-type: none"> <li>- Body moves into position in line with trajectory of the object to be caught.</li> <li>- Eyes focus on object to be caught.</li> <li>- Arms outstretched and relaxed with elbows, slightly bent and facing downward.</li> <li>- Hands and fingers extended and relaxed.</li> <li>- Contact with objects is with hands only.</li> <li>- Arms, shoulders and elbows give to absorb the force of the object.</li> </ul> </li> <li>○ Basketball shooting cues: <a href="http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=72">http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=72</a></li> <li>○ Soccer dribbling cues: <a href="http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=119">http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=119</a></li> <li>○ Inside foot pass cues: <a href="http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=84">http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=84</a></li> </ul> </li> <li>• Physical activities that emphasize accomplishing a task, reaching a goal, or following a set sequence to be successful (skills circuits, bio-mechanically breaking down various movements or skills, practicing the individual parts, gradually putting the parts together to produce an improved performance).</li> </ul>
---	---	---	---

**Resources:**

SHAPE America National Standards and Grade-Level Outcomes; <http://www.pecentral.org/lessonideas/cues/cuesmenu.asp>  
<http://www.thephysicaleducator.com/resources/games/invasion/>; <http://www.thephysicaleducator.com/resources/games/net-wall/>  
<http://www.thephysicaleducator.com/resources/games/striking-fielding/>; <http://www.thephysicaleducator.com/resources/games/target/>

<b>Standard:</b> 6.1 The student will demonstrate and apply mature movement forms in a variety of activities and identify the six components of skill-related fitness. <b>ESSENTIAL UNDERSTANDINGS</b> <ul style="list-style-type: none"> <li>Rhythmic movements can take on a variety of different looks, styles, and forms.</li> <li>The ability to dance can be an advantage in a variety of social situations.</li> <li>Creative dance can help develop critical thinking skills, body awareness and social interaction.</li> </ul>			
<b>Standard(s)</b> <b>Student Friendly Language</b> What will the student know and be able to do?	<b>SUGGESTED / SAMPLE ASSESSMENTS</b>	<b>Terms (Vocabulary) and Content Information</b>	<b>SUGGESTED / SAMPLE ACTIVITIES</b>
<p><b>6.1 b)</b> Create and perform movement sequences in a rhythmic or dance activity.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can demonstrate rhythmic patterns by mirroring and performing a teacher/student-led sequence of steps in movement combinations.</p> <p>I can create and perform a dance/rhythmic sequence and demonstrate this through a group presentation.</p>	<p><b>Assessment of Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>Teacher observation: Performance of a simple dance step in keeping with a specific tempo.</li> <li>Peer assessment: Evaluate teacher/peer/group taught dance for accuracy, revise, and refine.</li> </ul> <p><b>Assessment for Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>Create a dance sequence using basic dance elements (select length) and demonstrate it to the class.</li> </ul> <p style="text-align: center;">Sample Rubric</p> <p>4 (<i>Beyond what was taught</i>) Creates and displays a rhythmic movement sequence with a variety of movements.</p> <p>3 (<i>What was explicitly taught</i>) Creates and displays a rhythmic movement sequence.</p> <p>2 (<i>Identify basic elements</i>)</p>	<ul style="list-style-type: none"> <li>Movement: Counts of 4/8.</li> <li>Combinations: Putting two or dance moves together.</li> <li>Pattern: Repeating a sequence.</li> <li>Flow: The direction of movement.</li> <li>Transitions: When a movement, phrase, or section of a dance progresses into the next.</li> <li>Leading/following: Leading or following others actions.</li> <li>Mirroring/matching: Copying another individual's actions.</li> <li>Routine: A sequence of movements in a fixed program.</li> <li>Sequence: A particular order in which related movements follow each other.</li> </ul>	<ul style="list-style-type: none"> <li>Travel to a variety of rhythms changing time, force, and flow.</li> <li>Video clips of dances and rhythmic movements.</li> <li>Groups create dance/rhythmic movement sequences and perform them for others.</li> <li>Mimic a routine teacher or other student provides.</li> <li>Teacher presented dances that have movement combinations with/without a partner.</li> <li>Teacher presented dances that have movements with a partner such as leading/following and mirroring/matching.</li> <li>Dance/rhythmic sequences done in small groups, partners, or by individuals.</li> <li>Rhythmic movement activities:           <ul style="list-style-type: none"> <li><a href="http://www.pecentral.org/lessonideas/VielLesson.asp?ID=132778#.V5d24Lf6vcs">http://www.pecentral.org/lessonideas/VielLesson.asp?ID=132778#.V5d24Lf6vcs</a></li> <li><a href="http://www.pecentral.org/lessonideas/VielLesson.asp?ID=11093#.V5d3lrf6vcs">http://www.pecentral.org/lessonideas/VielLesson.asp?ID=11093#.V5d3lrf6vcs</a></li> </ul> </li> </ul>

	<p>Performs critical elements of a rhythmic movement sequence.</p> <p>1 (<i>With help/prompts/cues</i>) With teacher cues, student can demonstrate some/most of the critical elements in isolation.</p>	<ul style="list-style-type: none"> <li>• Beat: The basic unit of a rhythmic measure.</li> <li>• Rhythm: Regular, repeated pattern of sounds or movements.</li> <li>• Tempo: The speed of music or a dance.</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="http://www.pecentral.org/lessonideas/Vie_wLesson.asp?ID=132855#.V5d38bf6vcs">http://www.pecentral.org/lessonideas/Vie_wLesson.asp?ID=132855#.V5d38bf6vcs</a></li> <li>○ Jump rope routines to music. <a href="https://www.youtube.com/watch?v=q7V4I7262nc">https://www.youtube.com/watch?v=q7V4I7262nc</a></li> </ul> <p>Note: Music for use with students should be pre-approved by the teacher for appropriate lyrics.</p>
--	---	---	--

**Resources:**  
SHAPE America National Standards and Grade-Level Outcomes;  
American Heart Association resources [http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills\\_UCM\\_001270\\_Article.jsp](http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp);  
PE Central (key term – Dance) <http://www.pecentral.org/>  
<http://www.humankinetics.com/excerpts/excerpts/large-group-activities-for-teaching-rhythmic-activities-and-dance>; <http://sequencedancing.co.uk/dancelist.htm>

<b>Standard:</b> 6.1 The student will demonstrate and apply mature movement forms in a variety of activities and identify the six components of skill-related fitness. <b>ESSENTIAL UNDERSTANDING</b> <ul style="list-style-type: none"> <li>• Skill-related components of fitness are not skills, but the building blocks of exercise and physical activity.</li> <li>• Mastery of the six skill-related components of fitness will increase success in movement activities.</li> </ul>			
<b>Standard(s)</b> <b>Student Friendly Language</b> What will the student know and be able to do?	<b>SUGGESTED / SAMPLE ASSESSMENTS</b>	<b>Terms (Vocabulary) and Content Information</b>	<b>SUGGESTED / SAMPLE ACTIVITIES</b>
<p><b>6.1 c)</b> Identify the six components of skill-related fitness (agility, balance, coordination, power, reaction time, and speed).</p> <p><b>Suggested Learning Targets:</b></p> <p>I can name the six components of skill-related fitness and demonstrate this through an exit ticket.</p> <p>I can define and give one example for each of the six skill-related components of fitness and demonstrate this through a graphic organizer.</p>	<p><b>Assessment of Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>• Written: List the six skill-related components of fitness.</li> <li>• Match each skill-related component of fitness with the correct picture/definition.</li> </ul> <p><b>Assessment for Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>• Written: Define and give one example for each of the six skill-related components of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Agility:</b> Ability to change and control direction and position of the body while maintaining a constant, rapid motion. Examples: Stopping, starting, and changing direction to avoid a defender such as in football where the player with the ball dodges a defender or in badminton and tennis, moving around the court quickly to reach the shuttlecock/ball in time.</li> <li>• <b>Balance:</b> Ability to control or stabilize the body when a person is standing still or moving. Examples: Standing still – athletic stance. Moving – most notably in gymnastics and ballet but also contact sports where having good balance may prevent you being tackled to the floor. Balance is linked to agility. In order to quickly and efficiently change direction you must be balanced.             <ul style="list-style-type: none"> <li>○ Static balance: When a person is controlling their center of gravity without moving.</li> <li>○ Dynamic balance: When a person is controlling their center of gravity while still moving.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Games/activities that apply to the components of skill related fitness. Examples –             <ul style="list-style-type: none"> <li>○ <b>Agility:</b> Divide class into two teams. Place cones all about the gym. One team are the bulldozers knocking down all the cones. The other team are the builders that put them back up again. Reverse roles.</li> <li>○ <b>Balance:</b> Tag game where the students' tagged must freeze in a balance position. To be unfrozen, another student must mimic the balance for five seconds.</li> <li>○ <b>Coordination:</b> Variety of juggling activities using scarves, balls, rings, etc.</li> <li>○ <b>Power:</b> Circuits that include, vertical jump and reach, long jump, ball throw for distance, medicine ball throw, kick for distance.</li> <li>○ <b>Reaction time:</b> Students work with a partner. One student holds a piece of paper 10 cm above his or her partner's thumb and forefinger. The student drops the paper and the partner tries to catch it between the thumb and forefinger without moving the hand down.</li> <li>○ <b>Speed:</b> Students (individually or with a partner) count the number of rope jumps they can do in one minute.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Coordination: Ability to use the senses together with body parts during movement. Examples – Juggling, ping pong, hand-eye coordination in racket sports and the co-ordination to use the opposite arm and leg when sprinting.</li> <li>• Power: Ability to move the body parts swiftly while applying the maximum force of the muscles. Examples: Vertical or long jump, sprint start, a shot-put or javelin throw.</li> <li>• Reaction time: Ability to reach or respond quickly to what you hear, see, or feel. Examples: Catching a fast pitch, responding to the gun at the start of a race, a goalkeeper saving a penalty or a badminton player reacting to a smash shot.</li> <li>• Speed: Ability to move your body or parts of your body quickly. Speed is not always about how quickly you can move your whole body (e.g. fifty-meter run). It also relates to body parts (e.g. golfing – the speed of your arms and upper body in creating the swing are vital in driving the ball over a long distance).</li> </ul>	<ul style="list-style-type: none"> <li>• Stations with a variety of activities highlighting specific skill-related components of fitness.</li> <li>• Use demonstrations or video clips to explain skill-related components of fitness.</li> <li>• Leading students to a predetermined goal using a series of questions in which they have to physically explore possible answers. Example – Balance: What happens to your balance when you make your center of gravity higher? Center of gravity lower? Base of support wider? Base of support narrower? Center of gravity over the center of the base of support? Center of gravity over the edge of the base of support?</li> </ul>
--	--	--	---

**Resources:**  
 Glencoe Health Books—Copyright by the McGraw Hill Companies, Inc.  
[http://www.glencoe.com/sites/common\\_assets/health\\_fitness/gln\\_health\\_fitness\\_zone/pdf/heart\\_rate\\_monitor\\_activities/health\\_skill\\_related\\_fitness/health\\_skill\\_related\\_fitness\\_activity\\_4.pdf](http://www.glencoe.com/sites/common_assets/health_fitness/gln_health_fitness_zone/pdf/heart_rate_monitor_activities/health_skill_related_fitness/health_skill_related_fitness_activity_4.pdf)

**Standard:** 6.1 The student will demonstrate and apply mature movement forms in a variety of activities and identify the six components of skill-related fitness.

**ESSENTIAL UNDERSTANDINGS**

- Performing a variety of movements in activities/games will lead to effective body management.
- Analysis of movement situations can improve performance.
- There are similarities in movements and skill mechanics between different sports.

<p><b>Standard(s)</b> <b>Student Friendly Language</b> What will the student know and be able to do?</p>	<p><b>SUGGESTED / SAMPLE ASSESSMENTS</b></p>	<p><b>Terms (Vocabulary) and Content Information</b></p>	<p><b>SUGGESTED / SAMPLE ACTIVITIES</b></p>
<p><b>6.1 d)</b> Analyze movement situations for direction, speed, accuracy, and pathways to improve performance.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can analyze movement situations in (specific activity e.g.; volleyball, badminton, etc.) to improve performance and demonstrate it through a video self-assessment.</p> <p>I can adapt movements to changing game situations when challenged, and not challenged, by opponents and demonstrate it through a peer assessment analysis and a plan of action.</p>	<p><b>Assessment of Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>• Videotape: Analyze various specialized movement situations and make suggestions for skill improvement.</li> <li>• Self/Peer assessment</li> </ul> <p><b>Assessment for Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>• Written: Choose a movement situation and research how direction, speed, accuracy, and pathways are involved in a good performance. Compare the findings to a self/peer-assessment of the same movement situation and develop a plan of improvement.</li> </ul> <p style="text-align: center;">Sample Rubric</p> <p>4 (<i>Advanced</i>) Thoroughly evaluates all direction, speed, accuracy, and pathways in a chosen movement situation and develops a personal plan of improvement based on personal weaknesses.</p> <p>3 (<i>Proficient</i>)</p>	<ul style="list-style-type: none"> <li>• Force: Strength or energy exerted; cause of motion such as force needed to throw or strike for distance and/or accuracy.</li> <li>• Relationships: <ul style="list-style-type: none"> <li>○ Person (e.g., alone, with partner, with group, meet, part, match, follow, lead, dodge).</li> <li>○ Equipment/Objects (e.g., near, far, in, out, over, under, around, on, off, above, below, through).</li> <li>○ Other (e.g., moving in relation to the environment).</li> </ul> </li> <li>• Open skills: Involve movement skills that are affected by the environment. <p>Examples –</p> <ul style="list-style-type: none"> <li>○ Passing in basketball.</li> <li>○ When the receiver in badminton/tennis is unaware where the shuttlecock/tennis ball will be returned so they will have to react to their opponents move to select the correct return.</li> </ul> </li> <li>• Closed skills: Movement skills that are not affected by the environment. <p>Examples –</p> <ul style="list-style-type: none"> <li>○ Free-throw</li> <li>○ When an archer takes aim, pulls back the bowstring, and releases the arrow towards the target.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Small-group activities/games involving movement situations. <p>Examples –</p> <ul style="list-style-type: none"> <li>○ Creating open space by using locomotor movements (e.g., walking, running, jumping &amp; landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). Specific activity volleyball/badminton: Creating open space by varying force or direction, or by moving opponent side to side and/or forward and back.)</li> <li>○ Reducing open space by using locomotor movements (e.g., walking, running, jumping &amp; landing, changing size and shape of body) in combination with movement concepts (e.g., reducing the angle in space, reducing distance between player and goal). Specific activity volleyball/badminton: Reducing offensive options for opponents by returning to midcourt position.</li> <li>○ Opens and closes space during small-sided game play by combining locomotor movements with movement concepts such as:</li> </ul> </li> </ul>

	<p>Evaluates all direction, speed, accuracy, and pathways in a chosen movement situation and develops a personal plan of improvement based on personal weaknesses.</p> <p><i>2 (Emerging)</i> Minimal evaluation of all direction, speed, accuracy, and pathways in a chosen movement situation and somewhat develops a personal plan of improvement based on personal weaknesses.</p> <p><i>1 (Novice)</i> Incomplete attempt to evaluate direction, speed, accuracy, and pathways in a chosen movement situation and does not develop a personal plan of improvement based on personal weaknesses.</p>	<ul style="list-style-type: none"> <li>• Pathways: (e.g., curved, straight, spiral, zigzag)</li> <li>• Space (open/closed)</li> </ul>	<p>passes, pivots and fakes; give and go.</p> <ul style="list-style-type: none"> <li>• Modified small-group activities/games: Examples – <ul style="list-style-type: none"> <li>○ Attention to form, power, accuracy, speed, and follow-through in performing movement skills. (e.g., target games: Selects offensive pathway shot based on opponent's location and varies placement, force, and timing of return to prevent anticipation by opponent.)</li> <li>○ Dribbling a ball with dominant and non-dominant hand/foot while starting, stopping, changing directions, and passing.</li> </ul> </li> </ul>
--	--	---	---

**Resources:**

SHAPE America National Standards and Grade-Level Outcomes;

<http://www.thephysicaleducator.com/resources/skillposters/volleyball/>;

<http://www.thephysicaleducator.com/resources/skillposters/basketball/>;

<http://mrgym.com/SportsandLead1.htm>;

<http://www.thephysicaleducator.com/resources/skillposters/hockey/>



<b>Standard:</b> 6.2 The student will apply both movement principles and concepts and knowledge of anatomical structures to movement-skill performance. <b>ESSENTIAL UNDERSTANDING</b> <ul style="list-style-type: none"> <li>• Successful movement includes knowledge of and ability to create, direct, and stabilize a variety of movements in different movement situations.</li> <li>• Direction, force, and accuracy affect performance.</li> <li>• Speed describes only how quickly the body is moving; velocity describes both how quickly and in which direction.</li> </ul>			
<b>Standard(s)</b> <b>Student Friendly Language</b> What will the student know and be able to do?	<b>SUGGESTED / SAMPLE ASSESSMENTS</b>	<b>Terms (Vocabulary) and Content Information</b>	<b>SUGGESTED / SAMPLE ACTIVITIES</b>
<p><b>6.2 a)</b> Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can show how to move in space using different speeds and effort and demonstrate it by performing jump rope skills listed on a checklist.</p> <p>I can recognize how changing my speed, pathway and effort affects my performance in a group activity and explain it through a self-assessment.</p> <p>I will be able to control the speed and pathway of the ball in a modified small-group activity and demonstrate it through a peer assessment.</p> <p>I can refine and adapt my activity skills in (specific activity e.g., basketball, softball, soccer, etc.) and</p>	<p><b>Assessment of Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>• Teacher observation and questioning. Examples:           <ul style="list-style-type: none"> <li>○ Body awareness – What body parts move and in what way do they move?</li> <li>○ Spatial awareness – Where does the body move?</li> <li>○ Effort awareness – How does the body move?</li> <li>○ Relationship – With whom or with what does the body move?</li> </ul> </li> <li>• Skill checklist</li> <li>• Self/Peer assessment</li> </ul> <p><b>Assessment for Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>• Skill rubric: Sample rubric</li> </ul> <p>4 (<i>Beyond what was taught</i>) Displays consistent and correct performance of individual/group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways.</p> <p>3 (<i>What was explicitly taught</i>) Demonstrates individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways.</p> <p>2 (<i>Identify basic elements</i>)</p>	<ul style="list-style-type: none"> <li>• Peer Assessment           <ul style="list-style-type: none"> <li>○ Position yourself to see the critical components of the activity skills. Use multiple vantage points.</li> <li>○ Observe performance several times to identify consistent performance problems.</li> <li>○ Use the whole-part-whole observation method.</li> <li>○ Be sure to focus both on the performer and any implements.</li> <li>○ Evaluate the overall effectiveness of the movement.</li> <li>○ Use a performance checklist to guide your efforts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Individual and group activities with opportunities for movement at varying speeds and pathways such as:           <ul style="list-style-type: none"> <li>○ Jump-rope activities that can develop specialized motor skills such as visual-tactile coordination. Progressions from individual movements using rope patterns to long-rope jumping with turners to individual rope-jumping challenges.</li> <li>○ Dribbling a ball with dominant and non-dominant hand/feet while starting, stopping, changing directions, and passing.</li> </ul> </li> <li>• Modified possession games with an emphasis on offensive/defensive skills such as: pivots, fakes, jab steps, cutting, dodging, and feinting.</li> <li>• Games that involve spatial awareness, speed, and pathways. Example:</li> </ul>

<p>demonstrate it through a rubric.</p>	<p>Demonstrates some individual and group activity skills by applying some concepts of relationships, effort, spatial awareness, speed, and pathways.</p> <p>1 (<i>With help/prompts/cues</i>)          With teacher cues, student can demonstrate individual and group activity skills by applying some concepts of relationships, effort, spatial awareness, speed, and pathways.</p>		<p><a href="http://www.thephysicaleducator.com/resources/games/pursuit-evade/">http://www.thephysicaleducator.com/resources/games/pursuit-evade/</a></p> <ul style="list-style-type: none"> <li>• Opportunities to self/peer assess to refine and adapt skills.              Example:  <a href="http://www.pecentral.com/assessment/pdf/forehandgroundstrokeassess.pdf">http://www.pecentral.com/assessment/pdf/forehandgroundstrokeassess.pdf</a></li> </ul>
---	---	--	---

**Resources:**  
 SHAPE America National Standards and Grade-Level Outcomes  
<http://www.thephysicaleducator.com/resources/games/pursuit-evade/>; [http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12110#.Vvp\\_yrnmqpo](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12110#.Vvp_yrnmqpo)  
 Jump Rope Lesson Idea; <http://acarey2.wiki.westga.edu/file/view/Jump+Rope+Skills.pdf> Jump ropes skills, sample task cards and rubric

<b>Standard:</b> 6.2 The student will apply both movement principles and concepts and knowledge of anatomical structures to movement -skill performance. <b>ESSENTIAL UNDERSTANDING</b> • Different joints in the body allow different types of movement to occur.			
<b>Standard(s)</b> <b>Student Friendly Language</b> What will the student know and be able to do?	<b>SUGGESTED / SAMPLE ASSESSMENTS</b>	<b>Terms (Vocabulary) and Content Information</b>	<b>SUGGESTED / SAMPLE ACTIVITIES</b>
<p><b>6.2 b)</b> Apply knowledge of the skeletal system to identify types of joints and associated bones, to include ball-and-socket joint, pivot joint, and hinge joint.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can identify pictures of ball-and-socket joints, pivot joints, and hinge joints and demonstrate it by pointing to each of them on a poster when asked to.</p> <p>I can observe movement skills and identify which joints are involved through an exit ticket.</p>	<p><b>Assessment of Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>• Observation: Teacher asks students to point out certain bones/joints on posters.</li> <li>• Oral: Partner discussions on ways joints work to do a variety of movements.</li> </ul> <p><b>Assessment for Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>• Written: Identify pictures of different joints in the body.</li> </ul>	<ul style="list-style-type: none"> <li>• Ball-and-socket joint:               <ul style="list-style-type: none"> <li>○ Movement at the joint – External Rotation and Flexion/Extension/Adduction/Abduction/Internal</li> <li>○ Example – Shoulder/Hip</li> </ul> </li> <li>• Pivot joint:               <ul style="list-style-type: none"> <li>○ Movement at the joint – Rotation of one bone around another.</li> <li>○ Example – Top of the neck.</li> </ul> </li> <li>• Hinge joint:               <ul style="list-style-type: none"> <li>○ Movement at the joint – Flexion/Extension</li> <li>○ Example – Elbow/Knee</li> </ul> </li> <li>• Range of Motion: The normal range of movement of all body joints.</li> <li>• Types of connective tissue in and around joints.               <ul style="list-style-type: none"> <li>○ Cartilage: Sits on the ends of bones within a joint to stop the two ends from rubbing.</li> <li>○ Ligaments: Connect bones to bones and help keep the joint together.</li> <li>○ Tendons: Connect muscle to bone and usually cross a joint so that the associated muscle can cause movement at the joint.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Partner students for a variety of skills and have them observe one another–noticing the way joints work to allow movement.</li> <li>• Activity games to teach joints. Example: Tag game that when the person is tagged they freeze and place a hand over a joint in the body. To become unfrozen, another student must identify the type of joint and associated bones.</li> </ul>
<p><b>Resources:</b>            SHAPE America National Standards and Grade-Level Outcomes;            Kids Health <a href="http://kidshealth.org/kid/htbw/">http://kidshealth.org/kid/htbw/</a>  <a href="http://classroom.kidshealth.org/classroom/6to8/body/parts/bones.pdf">http://classroom.kidshealth.org/classroom/6to8/body/parts/bones.pdf</a>; <a href="http://www.teachpe.com/gcse_anatomy/bones.php">http://www.teachpe.com/gcse_anatomy/bones.php</a>  <a href="http://www.teachpe.com/gcse_anatomy/joints.php">http://www.teachpe.com/gcse_anatomy/joints.php</a>; <a href="http://www.exrx.net/Lists/Articulations.html">http://www.exrx.net/Lists/Articulations.html</a> Joint articulations and movements  <a href="https://www.fix.com/blog/flexibility-mobility-stability/">https://www.fix.com/blog/flexibility-mobility-stability/</a></p>			



<b>Standard:</b> 6.2 The student will apply both movement principles and concepts and knowledge of anatomical structures to movement-skill performance. <b>ESSENTIAL UNDERSTANDING</b> <ul style="list-style-type: none"> <li>Skeletal muscles play many roles in the body such as movement and joint stability.</li> <li>Muscles can only cause bones to move by contracting, which means a muscle can only move a bone in one direction so muscles work in antagonistic pairs.</li> </ul>			
<b>Standard(s)</b> <b>Student Friendly Language</b> What will the student know and be able to do?	<b>SUGGESTED / SAMPLE ASSESSMENTS</b>	<b>Terms (Vocabulary) and Content Information</b>	<b>SUGGESTED / SAMPLE ACTIVITIES</b>
<p><b>6.2 c)</b> Apply knowledge of anatomy and joint types to accurately describe a variety of specific movements such as throwing/catching, striking, volleying, and dribbling.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can recognize the way joints/muscles work to do (specific activity) and describe it through oral feedback to a peer.</p> <p>I can examine (specific skill movement) and describe the anatomy and joint types through a summary paragraph.</p>	<p><b>Assessment of Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>Oral: Identify pictures of different joints in body.</li> <li>Peer Observation: Watch peer perform manipulative skill and describe how joints work together to complete movement.</li> </ul> <p><b>Assessment for Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>Describe the anatomy and joint types in two specific movements. Example: Throwing – The arm swings back (shoulder: ball and socket joint; centered on flexion) and the elbow (hinge joint) swings forward. The trunk rotates towards the side of the body that has the active arm and the weight of the foot shifts to the side of body that does not have the active arm. Release during a throw is centered on extension.</li> </ul>	<ul style="list-style-type: none"> <li><b>Flexion:</b> The action of bending or the condition of being bent, especially the bending of a limb or joint: Example – Bending an elbow.</li> <li><b>Extension:</b> The opposite of flexion is extension, the action of straightening. Example – Dropping the arms to the sides, or bringing the knees together.</li> <li><b>Isotonic contraction:</b> The muscle length changes without additional tension or force development. The force generated by a muscle while contracting, when the muscle lengthens and shortens during movement, with the force remaining constant. During normal muscle contraction the force varies throughout the movement. Examples include: Doing a sit up or throwing a ball.</li> <li><b>Isometric contractions:</b> Muscle does not change length. Exercises involve muscle contraction without the muscle or joints moving. Examples include: Pushing against a wall or doing a push-up and stopping in the 'up' position. Isometric exercises do not significantly build strength but they can maintain strength.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate knowledge concepts into movement activities such as: identifying the joints being used in a skill/activity, and abduction vs adduction in leg/arm movements.</li> <li>Applying knowledge of anatomy during instruction of skill activities. Examples –           <ul style="list-style-type: none"> <li>Volleyball serve to project the ball over the net and into the opposite court specifically requires a coordinated summation of forces produced by: trunk rotation, shoulder extension (ball and socket joint), elbow extension (hinge joint), and forward translation of the total body, center of gravity, as well as contacting the ball at an appropriate height and angle.</li> <li>A volleyball spike is a relatively fast jump primarily vertical and is it high enough for the player to contact the ball above the net. The hitting arm positioned with the upper arm in maximal horizontal abduction prior to arm swing to allow a full range of arm motion. The hitting movement initiated by trunk rotation followed by shoulder flexion (ball and socket joint), then elbow extension (hinge joint), then snap-like wrist flexion.</li> </ul> </li> <li><a href="https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_306500.pdf">https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_306500.pdf</a></li> </ul>

		<ul style="list-style-type: none"> <li>• Isokinetic contraction: Is a dynamic contraction but the speed of the entire movement is controlled by the machine. This control prevents injury and also measures areas of strength and weakness in muscles.</li> <li>• Skeletal muscles on the basis of action: <ul style="list-style-type: none"> <li>○ Prime movers (agonists): Brings about the desired movement.</li> <li>○ Antagonists (opponents): Oppose the prime movers.</li> </ul> </li> </ul>	<p>Moveable Joint Charades</p> <ul style="list-style-type: none"> <li>○ Incorporate knowledge concepts into movement activities such as having students identify the joints being used in warm-up activities and a variety of skills.</li> </ul>
<p><b>Resources:</b>  SHAPE America National Standards and Grade-Level Outcomes; <a href="http://www.exrx.net/Lists/Articulations.html">http://www.exrx.net/Lists/Articulations.html</a> Joint articulations and movements;  <a href="http://www.mananatomy.com/basic-anatomy/actions-skeletal-muscles">http://www.mananatomy.com/basic-anatomy/actions-skeletal-muscles</a></p>			

<b>Standard:</b> 6.2 The student will apply both movement principles and concepts and knowledge of anatomical structures to movement -skill performance. <b>ESSENTIAL UNDERSTANDING</b> <ul style="list-style-type: none"> <li>Basic offensive and defensive strategies can be learned during physical activities highlighting individual and group activity skills .</li> </ul>			
<b>Standard(s)</b> <b>Student Friendly Language</b> What will the student know and be able to do?	<b>SUGGESTED / SAMPLE ASSESSMENTS</b>	<b>Terms (Vocabulary) and Content Information</b>	<b>SUGGESTED / SAMPLE ACTIVITIES</b>
<p><b>6.2 d)</b> Describe basic offensive and defensive strategies in noncomplex, modified, and small-sided activities.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can describe basic offensive strategies in a (specific activity/game) and explain it through an exit ticket.</p> <p>I can describe basic defensive strategies in (specific activity/game) and demonstrate it through an exit ticket.</p>	<p><b>Assessment of Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>Teacher observation: Example: Basic defensive skills (i.e. athletic “ready” stance, staying with their attacker, moving, staying in a goal-side position, etc.) in modified/small-sided activities.</li> <li>Written: List basic offensive and defensive strategies.</li> </ul> <p><b>Assessment for Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>Skill rubric:</li> </ul> <p style="text-align: center;">Sample Rubric</p> <p>4 (<i>Beyond what was taught</i>) Describes consistently the correct basic offensive and defensive strategies in non-complex, modified, and small-sided activities.</p> <p>3 (<i>What was explicitly taught</i>) Describes most of the basic offensive and defensive strategies in non-complex, modified, and small-sided activities.</p> <p>2 (<i>Identify basic elements</i>) Somewhat describes most of the basic offensive and defensive strategies in non-</p>	<ul style="list-style-type: none"> <li>Offensive Skills           <ul style="list-style-type: none"> <li>Give and go</li> <li>Fakes (ball/head)</li> <li>Pivots</li> <li>Changing (direction/speed)</li> </ul> </li> <li>Defensive Skills           <ul style="list-style-type: none"> <li>Player to player</li> <li>Reducing size of passing lane</li> <li>Reducing space</li> <li>Transitioning from offense to defense quickly</li> <li>Communicating with teammates</li> <li>Selecting appropriate tactics to gain defensive advantage</li> </ul> </li> <li>Man to man defense: Matching players against opponents of equal size, skill, and quickness. Each player is assigned a particular opponent and held responsible, defensively, for that player</li> <li>Zone defense: Corresponds the number of players on the front of the zone (farthest from the goal) and works its way to the back of the zone. Example – A two-three (2-3) zone is a zone defense in which two defenders are covering areas in the top of the zone while</li> </ul>	<ul style="list-style-type: none"> <li>Modified and small-sided activities that develop movement competencies necessary to successfully apply the movement solutions required of a tactical problem. Includes activities such as: offensive tactics to create open space (moves to create open space on and off the ball; a variety of passes, fakes and pathways; and give and go. Examples:           <ul style="list-style-type: none"> <li>Create teams of defenders and offenders. Offenders must dribble up to the cones and pass through the cones to their partner on the other side. Defenders must prevent the offenders from scoring by stealing the ball. If the ball does get stolen, the defending pair become the offenders and vice versa. For every pass that is successfully passed through the cones to a partner, it is a point. After passing through the cone to a partner, dribble to another set of cones. Switch roles to allow everyone to have a turn in being the defender and offender.</li> <li><a href="http://www.sparkpe.org/wp-content/uploads/2011/05/03Basketball3_CatchWPost.pdf">http://www.sparkpe.org/wp-content/uploads/2011/05/03Basketball3_CatchWPost.pdf</a></li> <li>Capture the Flag Basketball Style <a href="http://www.pecentral.org/lessonideas/VieLesson.asp?ID=132866#.V3VTI9lrLIU">http://www.pecentral.org/lessonideas/VieLesson.asp?ID=132866#.V3VTI9lrLIU</a></li> </ul> </li> </ul>

	<p>complex, modified, and small-sided activities.</p> <p>1 (<i>With help/prompts/cues</i>)          Inadequately describes the basic offensive and defensive strategies in non-complex, modified, and small-sided activities.</p>	<p>three defenders are covering areas near the baseline.</p>	<ul style="list-style-type: none"> <li>○ Sneak Attack  <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=534#.V3VMp9lrLIU">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=534#.V3VMp9lrLIU</a></li> <li>○ Frisbee Keep Away  <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5684#.V3VUPdlrLIU">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5684#.V3VUPdlrLIU</a></li> <li>○ 21 Football  <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=817#.V3VUI9lrLIU">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=817#.V3VUI9lrLIU</a></li> <li>● Student created games/activities that use locomotor skills, object manipulation, an offensive and defensive strategy and is taught to others.</li> <li>● Basic offensive and defensive strategies.            Example:           <ul style="list-style-type: none"> <li>○ Basketball defensive technique cues:  <a href="http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=219">http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=219</a></li> </ul> </li> </ul>
--	---	--	--

**Resources:**  
 SHAPE America National Standards and Grade-Level Outcomes



**Standard:** 6.3 The student will apply skills of measurement, analysis, goal setting, problem solving, and decision making to improve or maintain physical fitness.

**ESSENTIAL UNDERSTANDINGS**

- Physical fitness can be evaluated through a variety of methods including criterion-referenced health-related fitness standards, Internet, software data-management systems, heart-rate monitors, pedometers, and skinfold calipers.
- Self-assessments allow you to determine the factors that you can alter to make changes towards a healthy lifestyle.
- Relevant fitness data helps a good planner know when and where to make adjustments to improve physical fitness.

<p><b>Standard(s)</b>  <b>Student Friendly Language</b>                      What will the student know and be able to do?</p>	<p><b>SUGGESTED / SAMPLE ASSESSMENTS</b></p>	<p><b>Terms (Vocabulary) and Content Information</b></p>	<p><b>SUGGESTED / SAMPLE ACTIVITIES</b></p>
<p><b>6.3 a)</b> Use measurement and assessment tools and data (e.g., criterion-referenced health-related fitness standards, Internet, software data-management systems, heart-rate monitors, pedometers, and skinfold calipers) to complete a self-assessment and develop goals for improvement in at least two fitness components.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can determine how to improve my personal fitness using specific method during aerobic activities and explain it to my accountability partner.</p> <p>I can assess and evaluate my current level of fitness using various assessment tools and log this information into my journal.</p> <p>I can develop goals using the SMART technique to improve at least two fitness components and record them in my data analysis journal.</p>	<p><b>Assessment of Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>• Written: Complete a teacher prepared exercise or fitness log over a two-week period, including student choice activities that will improve a specified fitness component.</li> <li>• Oral: Naming methods for evaluating personal fitness levels</li> </ul> <p><b>Assessment for Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>• Create Wellness Portfolios *(see Suggested/Sample Activities for details.)</li> <li>• Written: Develop a data analysis journal to address at least two components of health-related fitness to improve/maintain, including intermediate (quarterly) and long-term SMART goals and reassessments.</li> </ul> <p style="text-align: center;">Sample Rubric</p> <p>4 (<i>Advanced</i>)                      Thoroughly evaluates all measurement, assessment tools and data in at least two fitness components. Determines personal weaknesses, develops goals, and explains in detail the connection and need for</p>	<ul style="list-style-type: none"> <li>• SMART (specific, measurable, attainable, realistic, timely) goal</li> <li>• Health-related criterion referenced tests</li> <li>• Target Heart Rate:                      Determining target heart rate:                      Step 1 – Subtract your age from 220 to determine maximum heart rate.                      Step 2 – For beginners, multiply .60 and .70 times the maximum heart rate to determine the target heart rate zone.                      Age minus 220: ___ = Maximum heart rate.                      What is your target heart rate (.60 x maximum heart rate)? ___                      What is your target heart rate (.70 x maximum heart rate)? ___                      Beginner heart rate range (.60 to .70) ___ to ___.                      Maximum safe heart rate during exercise (.85 x maximum heart rate). = ___</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple opportunities to gather personal fitness data throughout the year using methods such as: criterion-referenced health-related fitness standards, Internet, software data-management systems, heart-rate monitors, pedometers, and skinfold calipers.</li> <li>• Stations targeting specific health-related fitness components where stations are selected based on personal fitness plan.</li> <li>• Students create “Wellness Portfolios” with the following information: baseline data, SMART goal(s), activities targeting specific health-related components for improvement, reflection on progress throughout, post-fitness testing results, and graphs/charts depicting progress.</li> <li>• Student “accountability buddy” for the duration of the year. Buddies check in (walk and talk, closure, etc.) to see how each other are progressing with fitness plan and SMART goal(s).</li> </ul>

	<p>improvement to achieve a healthy body.</p> <p>3 (<i>Proficient</i>) Evaluates all measurement, assessment tools and data in at least two fitness components. Determines personal weaknesses, develops goals, and demonstrates the connection and need for improvement to achieve a healthy body.</p> <p>2 (<i>Emerging</i>) Minimal evaluation of all measurement, assessment tools and data in at least two fitness components. Somewhat determines personal weaknesses, develops goals, but demonstrates inadequately the connection and need for improvement to achieve a healthy body.</p> <p>1 (<i>Novice</i>) Incomplete attempt to evaluate measurement, assessment tools and data in at least two fitness components. No understanding of personal weaknesses, does not develop goals. Does not show a connection and need for improvement to achieve a healthy body.</p>	<ul style="list-style-type: none"> <li>● Health related fitness components: <ul style="list-style-type: none"> <li>○ Cardiovascular fitness: The ability to work continuously for extended periods of time.</li> <li>○ Flexibility: The range of motion that your joints have during movement.</li> <li>○ Muscular Strength: The maximal force that you can exert when you contract your muscles.</li> <li>○ Muscular Endurance: The ability to contract your muscles several times without excessive fatigue.</li> <li>○ Body Composition: The ratio of water, bone, muscle, and fat in the body.</li> </ul> </li> <li>● Evaluation tools: <ul style="list-style-type: none"> <li>○ stopwatch</li> <li>○ body composition assessment: skin caliper, body mass index</li> <li>○ computer and software application</li> <li>○ heart and pulse monitor</li> <li>○ step counter</li> <li>○ self/peer assessment</li> <li>○ digital camera</li> <li>○ iPad for video recording</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Record Pedometer Steps In or Out of Class: Information... <ul style="list-style-type: none"> <li>○ 30 minutes/day of MVPA <ol style="list-style-type: none"> <li>1. 8,000 steps/day for 30 min. of MVPA for adults.</li> <li>2. Step target for MVPA for all kids: 12,000/day</li> </ol> </li> <li>○ 150 minutes/week of MVPA translates to 7,000 steps/day (or 49,000 steps/week).</li> <li>○ Accumulating 8,000 steps/day is a good proxy for 30 minutes of daily MVPA, while accumulating 7,000 steps/day is consistent with obtaining 150 minutes of weekly MVPA. (MVPA: moderate to vigorous physical activity)</li> <li>○ <a href="http://www.sparkpe.org/wp-content/uploads/2011/05/11JumpRopeWhichTakesMoreSteps.pdf">http://www.sparkpe.org/wp-content/uploads/2011/05/11JumpRopeWhichTakesMoreSteps.pdf</a></li> <li>○ <a href="http://www.sparkpe.org/wp-content/uploads/2011/05/02FitnessDaytona2000.pdf">http://www.sparkpe.org/wp-content/uploads/2011/05/02FitnessDaytona2000.pdf</a></li> </ul> </li> </ul> <p>Note: It is an inappropriate practice to grade students on fitness test results.</p>
--	--	---	--

**Resources:**

[http://www.heart.org/HEARTORG/Educator/Educator\\_UCM\\_001113\\_SubHomePage.jsp](http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp)  
<http://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>  
<http://www.livestrong.com/article/95271-normal-pulse-rate-teenager/#ixzz1YV5chxVS>; <https://www.vbcps.com/Apps/WelNet/Pages/default.aspx>

**Standard:** 6.3 The student will apply skills of measurement, analysis, goal setting, problem solving, and decision making to improve or maintain physical fitness.

**ESSENTIAL UNDERSTANDINGS**

- A well-designed personal fitness plan will outline how often, how long, and how hard a person exercises, and what kinds of exercises are selected.
- The FITT principle can be used to design a personal fitness plan for achieving SMART goals.
- Physical activity can vary by frequency, intensity, time, and type.

<p><b>Standard(s) Student Friendly Language</b></p> <p>What will the student know and be able to do?</p>	<p><b>SUGGESTED / SAMPLE ASSESSMENTS</b></p>	<p><b>Terms (Vocabulary) and Content Information</b></p>	<p><b>SUGGESTED / SAMPLE ACTIVITIES</b></p>
<p><b>6.3 b)</b> Describe and apply the components of the FITT (frequency, intensity, time, type) principle and their relationship to implementing safe and progressive personal fitness programs for aerobic capacity, muscle fitness, and flexibility.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can recognize how the FITT principle can be used to create a personal fitness program and explain it on an exit ticket.</p> <p>I can create and apply a personal fitness plan using the FITT principle to help me achieve my personal fitness goals and demonstrate it through a written and executed plan.</p>	<p><b>Assessment of Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>• Oral: Determine if each example is frequency, intensity, time, or type. Examples – <ul style="list-style-type: none"> <li>○ Exercise 3 days per week.</li> <li>○ Lift your own body weight.</li> <li>○ Complete 8 repetitions.</li> <li>○ Lift 50% of the maximum weight you can lift.</li> <li>○ Hold the contraction for 5 seconds.</li> <li>○ Exercise every other day.</li> <li>○ Do three sets of 5 repetitions.</li> <li>○ Raise your heart rate to your THR (target heart rate).</li> <li>○ Keep your heart rate in your THR zone for 15 minutes.</li> <li>○ Stretching the muscle beyond its normal length.</li> <li>○ Play volleyball for physical activity.</li> </ul> </li> <li>• Short Answer: Answers to <u>all</u> the questions are one of the FITT principles. (Frequency, Intensity, Time, Type) <ul style="list-style-type: none"> <li>○ During a workout session, how <i>hard</i> you work is?</li> <li>○ During a workout session, how <i>long</i> you work is?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Frequency: How often is commonly measured in days per week. For each component of health-related fitness, a safe frequency is three to five times a week.</li> <li>• Intensity: How hard is commonly measured in intensity levels. Intensity can be measured in different ways, depending on the connected health-related component. For example, monitoring heart rate is one way to gauge intensity during aerobic endurance activities.</li> <li>• Time: How long is commonly measured in minutes/hours. Time varies depending on the health-related fitness component targeted. For example, flexibility or stretching may take 10-30 seconds for each stretch, while the minimum time for performing aerobic activity is 15 minutes of continuous activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness challenge stations, spending one minute at each of seven active stations (e.g., curl-ups, bench step ups, wall push-ups, bench dips, jumping jacks, planks, side to side jumps), alternating with seven inactive stations (e.g., reading information on benefits of physical activity, fitness components, the FITT [frequency, intensity, time, type] principle). After the 10 minutes, students cool down and discuss the effects of activity and inactivity. Example - on their bones, muscle strength, etc. <a href="http://www.sparkpe.org/wp-content/uploads/MS-Fitness_Aerobic-Capacity.pdf">http://www.sparkpe.org/wp-content/uploads/MS-Fitness_Aerobic-Capacity.pdf</a></li> <li>• Give examples of the FITT principle to improve the different components of fitness. Examples – <ul style="list-style-type: none"> <li>○ Using the FITT principle to improve muscular endurance: <ul style="list-style-type: none"> <li>- Frequency: 3 to 5 days per week.</li> <li>- Intensity: Lighter weights; more repetitions (1-3 sets of 10-20 reps).</li> <li>- Time: 6 seconds per lift.</li> <li>- Type of activity: Free-weight, weight training, medicine ball, own body weight.</li> </ul> </li> <li>○ Using the FITT principle to improve muscular strength: <ul style="list-style-type: none"> <li>- Frequency: 3 to 4 days per week</li> <li>- Intensity: Heavier weights; less repetition (1-3 sets of 8-10 reps)</li> <li>- Time: 6 seconds per lift.</li> <li>- Type of activity: Free-weight, weight training, medicine ball, own body weight.</li> </ul> </li> </ul> </li> </ul>

- How many *days a week* you do a workout session is?
- Picking a *new activity* to do for a workout session is changing the?

**Assessment for Learning (Summative)**

- Written: Students apply FITT principle to their personal fitness plan in order to achieve their SMART goal(s).

Sample Rubric

4 (*Advanced*)

Correctly applies the FITT components to the fitness program and shows changes over time to meet the SMART goal(s) developed for improvement.

3 (*Proficient*)

Applies some of the FITT components to the fitness program and shows changes over time to meet the SMART goal(s) developed for improvement.

2 (*Emerging*)

Incorrect application of the FITT components to the fitness program. Shows limited changes over time to meet the SMART goal(s) developed for improvement.

1 (*Novice*)

Without any application of the FITT components to the fitness program. Shows no changes over time to meet the SMART goal(s) developed for improvement.

- Type: What kind is measured in specific health-related component of fitness?  
For example, an individual wishing to increase arm strength must exercise the triceps and biceps, while an individual wishing to increase aerobic endurance needs to jog, run, swim or perform some other aerobically challenging activity.

- Opportunities to demonstrate the FITT components applied to a basic personal fitness program.
- Students select stations/activities during PE and outside of PE compatible with their personal fitness plan to improve their SMART goal(s).
- Picture cards for groups that have a person biking, swimming, skating, dancing or jogging. Groups pick one of the activities as their "Type" and develop the "Frequency", "Intensity" and "Time" for that program.
- Monitoring target heart rates for intensity in an exercise activity and reflecting on how they can change the intensity.

Target Heart Rate Ranges:

Age	Beg. heart rate range-10 sec.	Inter. heart rate range-10 sec.	Adv. heart rate range-10 sec.
9	121-149 20-24	151-169 25-28	171-190 29-32
10	121-149 20-24	151-169 25-28	171-189 29-32
11	120-148 20-24	150-168 25-28	170-188 28-31
12	120-148 20-24	150-168 25-28	170-188 28-31

**Resources:**

SHAPE America National Standards and Grade-Level Outcomes; [http://www.teachpe.com/fitness/training\\_principles.php](http://www.teachpe.com/fitness/training_principles.php)  
<http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf>



**Standard:** 6.3 The student will apply skills of measurement, analysis, goal setting, problem solving, and decision making to improve or maintain physical fitness.

**ESSENTIAL UNDERSTANDINGS**

- Heart rate can be used to help determine personal fitness levels.
- There is a range the heart must beat within for safety and benefits when exercising.
- Monitoring your heart rate will allow you to track the changes taking place in your cardiovascular system as you move towards aerobic fitness.

<b>Standard(s)</b> <b>Student Friendly Language</b> What will the student know and be able to do?	<b>SUGGESTED / SAMPLE ASSESSMENTS</b>	<b>Terms (Vocabulary) and Content Information</b>	<b>SUGGESTED / SAMPLE ACTIVITIES</b>
<p><b>6.3 c)</b> Define and calculate resting heart rate (RHR) and describe its relationship to aerobic fitness.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can calculate my resting heart rate and describe its connection to aerobic fitness and demonstrate this by charting and writing a summary.</p>	<p><b>Assessment of Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>• Students match activities to the rate of perceived exertion levels.</li> <li>• Oral Examples:               <ul style="list-style-type: none"> <li>○ Students describe connection between heart rate and aerobic fitness.</li> <li>○ Students differentiate between aerobic and anaerobic capacity, and muscular strength and endurance.</li> </ul> </li> <li>• Written: Describe when/how to take resting heart rate and what it indicates. Example: Resting heart rate should be measured first thing in the morning and it indicates cardiovascular health.</li> </ul>	<ul style="list-style-type: none"> <li>• Resting heart rate: When your body is pumping the lowest amount of blood you need because you are not exercising.</li> <li>• How to measure: Resting pulse should be measured first thing in the morning with your fingers and a stopwatch. Put your middle and index finger to either your radial artery on your wrist or your carotid artery in your neck. Once you find your pulse, count how many beats occur in 20 seconds, and multiply this number by 3. This is your resting pulse.</li> <li>• Resting pulse range: Resting pulse varies from person to person. According to the American Heart Association, the average resting pulse should be between 60-80 beats per minute (BPM), but is by no means the only place a healthy person's pulse can be. For athletes or people who often perform cardiovascular activity, a normal resting heart rate may be closer to 40 beats a minute.</li> <li>• What affects resting pulse? A variety of factors can affect the resting pulse such as: reading, the physical size of the heart, body size, activity level, fitness level, temperature, body position, emotions and medication use.</li> <li>• Importance of monitoring a resting pulse:               <ul style="list-style-type: none"> <li>○ The more one works out, the lower the resting pulse. The lower the resting pulse, the less work the heart has to do. The heart is a muscle and the more you work it the stronger it gets. A stronger heart means more blood with</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students sit at the beginning of class and calculate resting heart rate.</li> <li>• Record target heart rate while participating in different activities that move up the (RPE) Rate of Perceived Exertion scale. Example: Aerobic fitness activities using technology such as Dance, Dance Revolution® or Wii Fit.</li> <li>• Students determine a range of heart rates that represent their desired workout intensity. Students will keep their heart rates in their zone during activities and monitor their workout intensity level.</li> </ul>

	<p><b>Assessment for Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>• Written Individual: Calculate resting heart rate and heart rate during variety of activities.</li> <li>• Written Group: Each group member will record their pulse while doing the following – <ul style="list-style-type: none"> <li>○ Sitting/relaxed</li> <li>○ Standing</li> <li>○ Running in place one minute. Group members will discuss how their pulse rate changed in each situation. Then write a statement about the differences in pulse rate and what that indicates in connection to aerobic fitness.</li> </ul> </li> </ul>	<p>each beat, and the same amount of work can be done with fewer beats. If the heart needs more beats to do the same amount of work, over time this can lead to cardiovascular disease and/or heart attacks.</p> <ul style="list-style-type: none"> <li>○ A higher resting pulse than usual can be a sign of overtraining or illness. When recovering from a workout, your metabolism and heart are working harder to repair the body and get it back to a homeostasis. If there is a higher resting heart rate than usual, the body is still in a state of repair and you should adjust your workout regimen accordingly to prevent overtraining or injury.</li> </ul> <ul style="list-style-type: none"> <li>• Aerobic: Any activity that uses large muscle groups, can be maintained continuously, and is rhythmic in nature. <ul style="list-style-type: none"> <li>*Defined by the American College of Sports Medicine.</li> <li>○ For a physical exercise to be considered aerobic, it should be sustained for at least 15 minutes while maintaining 65 to 85 percent of a person's maximum heart rate. For people who are trying to lose body fat, it is usually recommended that they sustain aerobic exercise for at least 30 minutes with 40 to 60 minutes being the preferred range.</li> <li>○ To achieve health benefits from aerobic activity, exercise anywhere from 2 to 7 times a week. If a person's goal is weight maintenance, 2 to 5 times a week may allow them to maintain their fitness levels. If a person's goal is fat loss, they may want to increase the frequency to 6 to 7 times a week or increase the duration of the exercise.</li> </ul> </li> <li>• Aerobic Fitness: A person's lungs may process more air with less effort. The heart may be able to pump more blood with fewer beats, while direct blood supply to the muscles increases. Cardiovascular endurance increases and resistance to fatigue.</li> </ul>	
<p><b>Resources:</b>  SHAPE America National Standards and Grade-Level Outcomes;  Kids Health <a href="http://kidshealth.org/kid/htbw/">http://kidshealth.org/kid/htbw/</a>  <a href="http://blog.digifit.com/2013/05/resting-heart-rat/">http://blog.digifit.com/2013/05/resting-heart-rat/</a></p>			

**Standard:** 6.3 The student will apply skills of measurement, analysis, goal setting, problem solving, and decision making to improve or maintain physical fitness.

**ESSENTIAL UNDERSTANDINGS**

- A minimum level of physical fitness is required for all activities of daily living with one or more physical fitness components required in performing any type of activity well and safely.
- Fit people engage in physical activity on a regular basis.
- Regular participation in physical activity in childhood is associated with a decreased cardiovascular risk in youth and adulthood.

<b>Standard(s)</b> <b>Student Friendly Language</b> What will the student know and be able to do?	<b>SUGGESTED / SAMPLE ASSESSMENTS</b>	<b>Terms (Vocabulary) and Content Information</b>	<b>SUGGESTED / SAMPLE ACTIVITIES</b>																																																												
<p><b>6.3 d)</b> Describe how being physically active leads to a healthy body.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can describe how being physically active leads to a healthy body on an exit ticket.</p> <p>I can analyze different types of fitness programs and compare their benefits through a graphic organizer.</p> <p>I can research the benefits of being physically active and compose a written list.</p> <p>I can compare different types of exercise and evaluate how they promote a healthy body through a foldable.</p>	<p><b>Assessment of Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>• Oral                             <ul style="list-style-type: none"> <li>Examples:                                     <ul style="list-style-type: none"> <li>○ Teacher discussions on how previous generations were active more naturally through work and manual labor, but today we have to find ways of integrating activity into our daily lives.</li> <li>○ Students describe connection between heart rate and aerobic fitness.</li> </ul> </li> </ul> </li> <li>• Written: Log heart rate during a variety of activities.</li> </ul> <p><b>Assessment for Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>• Written: Research and reflect on how being active leads to a healthy body.                             <ul style="list-style-type: none"> <li>Examples:                                     <ul style="list-style-type: none"> <li>○ Improves blood circulation which reduces the risk of heart disease.</li> <li>○ Keeps weight under control.</li> <li>○ Improves blood cholesterol levels.</li> <li>○ Prevents and manages high blood pressure.</li> <li>○ Prevents bone loss.</li> <li>○ Boosts energy level.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Types of fitness programs and the benefits for a healthy body:                             <table border="1" data-bbox="1052 646 1730 1040"> <thead> <tr> <th>Type of Exercise</th> <th>Anaerobic or Aerobic</th> <th>Effective for Fat Burning</th> <th>Effective for Muscle Building</th> <th>Effective For Muscle Toning</th> <th>Effective for Increasing Flexibility</th> </tr> </thead> <tbody> <tr> <td>Walking</td> <td>Aerobic</td> <td>Yes</td> <td>No</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Jogging</td> <td>Aerobic</td> <td>Yes</td> <td>No</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Swimming</td> <td>Aerobic</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Isotonic</td> <td>Anaerobic</td> <td>No</td> <td>Yes</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Isometrics</td> <td>Anaerobic</td> <td>No</td> <td>Yes</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Calisthenics</td> <td>Anaerobic</td> <td>No</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Yoga</td> <td>Aerobic</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Pilates</td> <td>Aerobic</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Stretching</td> <td>Anaerobic</td> <td>No</td> <td>No</td> <td>Yes</td> <td>Yes</td> </tr> </tbody> </table> </li> <li>• Types of exercise and the benefits for a healthy body:                             <ul style="list-style-type: none"> <li>○ Flexibility exercise – Is performed to enhance the movements of muscles and joints. Stretching and bending are the common ways of flexibility training. This exercise type helps in preventing muscle stiffness and to some extent of joint pain.</li> <li>○ Aerobic Exercise – Also known as cardiovascular exercise, strengthens the muscles and promotes cardiovascular endurance (by targeting a specific heart rate). Helps to control weight and improve stamina. Improves the oxygen intake by the body cells. Over a period of time, aerobic activities make</li> </ul> </li> </ul>	Type of Exercise	Anaerobic or Aerobic	Effective for Fat Burning	Effective for Muscle Building	Effective For Muscle Toning	Effective for Increasing Flexibility	Walking	Aerobic	Yes	No	Yes	No	Jogging	Aerobic	Yes	No	Yes	No	Swimming	Aerobic	Yes	Yes	Yes	No	Isotonic	Anaerobic	No	Yes	Yes	No	Isometrics	Anaerobic	No	Yes	Yes	No	Calisthenics	Anaerobic	No	Yes	Yes	Yes	Yoga	Aerobic	Yes	Yes	Yes	Yes	Pilates	Aerobic	Yes	Yes	Yes	Yes	Stretching	Anaerobic	No	No	Yes	Yes	<ul style="list-style-type: none"> <li>• Discussions on different physical activity and the benefits for the pursuit of a healthy body.</li> <li>• Match physical activities to rate of perceived exertion levels.</li> <li>• Stations for aerobic, anaerobic, and flexibility exercises.</li> </ul>
Type of Exercise	Anaerobic or Aerobic	Effective for Fat Burning	Effective for Muscle Building	Effective For Muscle Toning	Effective for Increasing Flexibility																																																										
Walking	Aerobic	Yes	No	Yes	No																																																										
Jogging	Aerobic	Yes	No	Yes	No																																																										
Swimming	Aerobic	Yes	Yes	Yes	No																																																										
Isotonic	Anaerobic	No	Yes	Yes	No																																																										
Isometrics	Anaerobic	No	Yes	Yes	No																																																										
Calisthenics	Anaerobic	No	Yes	Yes	Yes																																																										
Yoga	Aerobic	Yes	Yes	Yes	Yes																																																										
Pilates	Aerobic	Yes	Yes	Yes	Yes																																																										
Stretching	Anaerobic	No	No	Yes	Yes																																																										



	<ul style="list-style-type: none"> <li>○ Helps manage stress and releases tension.</li> <li>○ Counters anxiety and depression.</li> <li>○ Helps you fall asleep faster and sleep more soundly.</li> <li>○ Increases muscle strength, increasing the ability to do other physical activities.</li> <li>○ Reduces risk of stroke.</li> <li>○ Helps delay or prevent chronic illnesses and diseases associated with aging. Maintains quality of life and independence longer for seniors.</li> </ul> <p style="text-align: center;">Sample Rubric</p> <p>4 (<i>Advanced</i>) Thoroughly understands and describes with detail the connection between being physically active and a healthy body.</p> <p>3 (<i>Proficient</i>) Describes an understanding of the connection between being physically active and a healthy body.</p> <p>2 (<i>Emerging</i>) Recognizes and describes briefly the connection between being physically active and a healthy body.</p> <p>1 (<i>Novice</i>) Incomplete attempt, without complete understanding of the connection between being physically active and a healthy body.</p>	<p>your heart and lungs stronger, reducing the risk of cardiovascular disease.</p> <ul style="list-style-type: none"> <li>○ Anaerobic Exercise: Anaerobic exercise or weight-lifting exercise is performed mostly to build muscles and enhance their size, strength, and endurance. It can speed up metabolism by replacing inactive fat tissue with active muscle. Strength training can also reverse the gradual loss of muscle and bone strength that occurs as people get older.</li> </ul>	
--	--	---	--

**Resources:**  
 SHAPE America National Standards and Grade-Level Outcomes; VDOE Physical Education Instructional Resources Kids Health <http://kidshealth.org/kid/htbw/http://kidshealth.org/en/teens/exercise-wise.html?WT.ac=ctg#catdieting>; <https://health.gov/dietaryguidelines/2015/guidelines/appendix-1/>;  
<http://www.acefitness.org/acefit/healthy-living-article/60/5460/physical-activity-vs-exercise-what-s-the/>; <https://health.gov/paguidelines/pdf/paguide.pdf>

<b>Standard:</b> 6.3 The student will apply skills of measurement, analysis, goal setting, problem solving, and decision making to improve or maintain physical fitness.			
<b>ESSENTIAL UNDERSTANDINGS</b>			
<ul style="list-style-type: none"> <li>Assessment of the health-related fitness components produces data that helps develop short and long-term goals that determine if the fitness plan is effective.</li> </ul>			
<b>Standard(s) Student Friendly Language</b> What will the student know and be able to do?	<b>SUGGESTED / SAMPLE ASSESSMENTS</b>	<b>Terms (Vocabulary) and Content Information</b>	<b>SUGGESTED / SAMPLE ACTIVITIES</b>
<p><b>6.3 e)</b> Interpret fitness data comparing individual scores to health-related criterion-referenced standards (Virginia wellness-related fitness standards, FitnessGram®, CDC guidelines).</p> <p><b>Suggested Learning Targets:</b></p> <p>I can identify appropriate personal fitness goals in each of the components of health-related fitness, based on fitness test results, and demonstrate it through a fitness data analysis summary.</p> <p>I can interpret my fitness data and list activities that apply towards developing an activity plan to maintain/achieve score(s) for health-related fitness through a written log.</p>	<p><b>Assessment of Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>Written: Interpret fitness data with a partner and list activities for improvement.</li> </ul> <p><b>Assessment for Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>Fitness Data Analysis: Criteria example: <ul style="list-style-type: none"> <li>Determine if each fitness test score is satisfactory or falls below the healthy fitness zone.</li> <li>Reflect on personal satisfaction of the score.</li> <li>Plan of action to maintain or improve the score.</li> </ul> </li> </ul> <p style="text-align: center;">Sample Rubric</p> <p><b>4 (Advanced)</b> Thoroughly evaluates all of the fitness tests. Determines personal satisfaction or weakness and explains in detail a plan to maintain/achieve a score for health-related fitness.</p> <p><b>3 (Proficient)</b> Evaluates all of the fitness tests. Determines personal satisfaction or weakness and explains a plan to maintain/achieve a score for health-related fitness.</p> <p><b>2 (Emerging)</b> Somewhat evaluates all of the fitness tests. Somewhat determines personal satisfaction or weakness but inadequately explains a plan to maintain/achieve a score</p>	<ul style="list-style-type: none"> <li>FitnessGram® standards for the healthy fitness zones. <ul style="list-style-type: none"> <li>Scores are evaluated against criterion-referenced standards called Healthy Fitness Zones that have been established to indicate levels of fitness corresponding with health. Standards have been set for boys and for girls based on age and what is optimal for good health. The use of health-related criteria helps to minimize comparisons between children and emphasizes personal fitness for health, rather than goals based solely on performance.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Complete a self-assessment of health-related fitness and interpret fitness data comparing individual scores to established Wellness fitness standards and BMI calculations to the CDC protocols and recommendations.</li> <li>Retest a self-assessment of health-related fitness and reassess personal fitness plan goals.</li> <li>After physical activities, discuss how the activity can cause improvement in fitness testing.</li> </ul> <p>Note: It is an inappropriate practice to grade students on fitness test results.</p>

	for health-related fitness.  1 ( <i>Novice</i> ) Does not evaluate all of the fitness tests. Has no understanding of personal satisfaction or weaknesses. Does not have a plan to maintain/achieve a score for health-related fitness.		
--	--	--	--

**Resources:**  
SHAPE America National Standards and Grade-Level Outcomes  
<https://www.youtube.com/watch?v=YSbdoldO-3A>; <https://www.youtube.com/watch?v=eiS8xGzRlw>  
<https://www.youtube.com/watch?v=61k7MmtoFFc>

<b>Standard:</b> 6.3 The student will apply skills of measurement, analysis, goal setting, problem solving, and decision making to improve or maintain physical fitness.			
<b>ESSENTIAL UNDERSTANDINGS</b>			
<ul style="list-style-type: none"> <li>The fitness components relate to how well the body systems operate and if developed, they can contribute toward the prevention of disease and the promotion of health.</li> <li>Preparing a written plan can improve your adherence to the plan.</li> <li>Setting goals is a fundamental component to long-term success.</li> <li>SMART goals clarify exactly what to do and the measures needed to improve and maintain your fitness level and plans.</li> </ul>			
<b>Standard(s)</b> <b>Student Friendly Language</b> What will the student know and be able to do?	<b>SUGGESTED / SAMPLE ASSESSMENTS</b>	<b>Terms (Vocabulary) and Content Information</b>	<b>SUGGESTED / SAMPLE ACTIVITIES</b>
<p><b>6.3 f)</b> Develop a personal fitness plan using baseline data to address one or more components of health-related fitness, to improve or maintain fitness level to include SMART goals, action plan, and documentation of activities inside and outside of school.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can create a personal fitness plan (including SMART goals, action plan, and documentation of activities inside and outside of school) to improve or maintain one or more components of health-related fitness.</p>	<p><b>Assessment of Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>Record physical activity outside of school. Example: Pick one physical activity and log it for a determined amount of time.</li> <li>Peer assessment: Exchange fitness plan goals and evaluate if they are written as a correct SMART goal.</li> </ul> <p><b>Assessment for Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>Develop a personal fitness plan to address at least one or more components of health-related fitness to improve/maintain, including intermediate (quarterly) and long-term SMART goals, action plan, reassessments, and modify/alter/change plans as needed.</li> </ul>	<ul style="list-style-type: none"> <li><b>Health Related Fitness Components:</b> <ul style="list-style-type: none"> <li>Muscular Strength: The ability of your muscles to exert force (push or pull) one time.</li> <li>Muscular Endurance: The ability of your muscles to exert force or repeat a movement many times or for a long period of time.</li> <li>Cardiovascular Endurance: The ability of your heart, lungs, and respiratory system to supply oxygenated blood and energy to all of the working muscles while exercising for a long period of time.</li> <li>Body Composition: The amount of fat and muscle that your body is made up of. Body composition is a result of your overall exercise, eating, and lifestyle patterns or behaviors.</li> <li>Flexibility: The ability to move joints through their full range of motion. Good flexibility in the joints can help prevent injuries through all stages of life.</li> </ul> </li> <li><b>Developing SMART Goals: Specific, Measurable, Attainable, Realistic, Timely</b> <ul style="list-style-type: none"> <li>Specific: A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions: <ul style="list-style-type: none"> <li>*Who: Who is involved?</li> <li>*What: What do I want to accomplish?</li> <li>*Where: Identify a location.</li> <li>*When: Establish a time frame.</li> <li>*Which: Identify requirements and constraints.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students pick an 'accountability buddy' for the duration of the year. Buddies check in (walk and talk, closure, etc.) to see how each other are progressing with fitness plan and SMART goal.</li> <li>Discuss physical activity outside of school.</li> <li>Documentation of activities: <a href="http://kidshealth.org/en/teens/exercise-log.html?WT.ac=ctg#catdieting">http://kidshealth.org/en/teens/exercise-log.html?WT.ac=ctg#catdieting</a></li> </ul>

		<p>*Why: Specific reasons, purpose or benefits of accomplishing the goal.  Example: A general goal would be “get in shape”.  A specific goal would be “join a health club and work out 3 days a week”.</p> <ul style="list-style-type: none"> <li>○ Measurable: Establish concrete criteria for measuring progress toward the attainment of each goal you set.  To determine if your goal is measurable, ask questions such as.....  *How much?  *How many?  *How will I know when it is accomplished?</li> <li>○ Attainable: When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.</li> <li>○ Realistic: To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; however, be sure that every goal represents substantial progress.</li> <li>○ Timely: A goal should be grounded within a time frame.  Example – If you want to lose 5 pounds, anchor it within a timeframe such as: May 1<sup>st</sup>. Then you’ve set your unconscious mind into motion to begin working on the goal.</li> </ul>	
--	--	--	--

**Resources:**  
SHAPE America National Standards and Grade-Level Outcomes  
[http://www.cdc.gov/healthyweight/assessing/bmi/adult\\_bmi/english\\_bmi\\_calculator/bmi\\_calculator.html](http://www.cdc.gov/healthyweight/assessing/bmi/adult_bmi/english_bmi_calculator/bmi_calculator.html)  
<http://classroom.kidshealth.org/classroom/6to8/personal/fitness/fitness.pdf>; [http://www.thephysicaleducator.com/resources/infographics/fitness\\_components/](http://www.thephysicaleducator.com/resources/infographics/fitness_components/)

<b>Standard:</b> 6.3 The student will apply skills of measurement, analysis, goal setting, problem solving, and decision making to improve or maintain physical fitness.			
<b>ESSENTIAL UNDERSTANDINGS</b>			
<ul style="list-style-type: none"> <li>• Setting goals is a fundamental component to long-term success.</li> <li>• Long-term goals are achieved through short-term goals.</li> <li>• Causing change/improvement in fitness requires a strategy and the development of a new plan as needed.</li> </ul>			
<b>Standard(s)</b> <b>Student Friendly Language</b> What will the student know and be able to do?	<b>SUGGESTED / SAMPLE ASSESSMENTS</b>	<b>Terms (Vocabulary) and Content Information</b>	<b>SUGGESTED / SAMPLE ACTIVITIES</b>
<p><b>6.3 g)</b> Reassess health-related fitness components and reflect on personal fitness goals at least twice during the school year.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can use (Virginia wellness-related fitness standards, Fitnessgram®, CDC) guidelines to reassess and develop future goals for health-related fitness. Comparing past and present data through a graph.</p> <p>I can use (Virginia wellness-related fitness standards, Fitnessgram®, CDC) guidelines to write about my health-related fitness levels through a reflective summary.</p>	<p><b>Assessment of Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>• Journals documenting thoughts/improvement; post-fitness testing results.</li> <li>• Graphs/charts depicting progress.</li> </ul> <p><b>Assessment for Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>• Written reflection: Example: <ul style="list-style-type: none"> <li>○ An in-depth valid comparison of the data between two fitness test periods (Pre/Post) that determine if improvement has occurred and relevant examples of goals for future fitness testing.</li> <li>○ An analysis of how the experience contributed to student understanding of self, others, and/or course concepts of fitness.</li> </ul> </li> </ul> <p style="text-align: center;">Sample Rubric</p> <p>4 (<i>Advanced</i>) An in-depth valid comparison of the data between the two fitness test periods that determines if improvement has occurred and relevant examples of SMART goals for future</p>	<ul style="list-style-type: none"> <li>• Characteristics of Goals – Should be: <ul style="list-style-type: none"> <li>○ Within your skills and abilities: Knowing your strengths and weaknesses will help you set goals you can accomplish.</li> <li>○ Realistic: e.g., setting a goal to learn the spelling of three new words a day is realistic. Trying to learn the spelling of fifty new words a day is not realistic.</li> <li>○ Flexible: Sometimes things will not go the way you anticipate and you may need to change your goal. Stay flexible so when you realize a change is necessary, you will be ready to make the change.</li> <li>○ Measurable: It is important to be able to measure your progress toward a goal. It is especially important to recognize when you have accomplished your goal and need to go no further. Failure to measure your progress toward a goal and recognize the accomplishment will result in effort that is misdirected and wasted.</li> <li>○ Within your control: Other than when working as part of a group, accomplishment of your goal should not depend on other students. You can control what you do, but you have little or no control over others. You may do what you have to, but if others don't, you will not accomplish your goal.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Physical activities targeting specific health-related components students are looking to improve.</li> </ul>

	<p>fitness testing.</p> <p>3 (<i>Proficient</i>) A valid comparison of the data between the two fitness test periods that determine if improvement has occurred and SMART goals for future fitness testing.</p> <p>2 (<i>Emerging</i>) Did not include a valid comparison of the data between the two fitness test periods or valid SMART goals for future fitness testing.</p> <p>1 (<i>Novice</i>) No comparison of the data between the two fitness test periods or an example of a SMART goal for future fitness testing.</p>		
<p><b>Resources:</b> SHAPE America National Standards and Grade-Level Outcomes</p>			

<p><b>Standard:</b> 6.3 The student will apply skills of measurement, analysis, goal setting, problem solving, and decision making to improve or maintain physical fitness.</p> <p><b>ESSENTIAL UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• Rate of perceived exertion (RPE) is used to measure your intensity level when completing physical activities.</li> <li>• Heart rate is a useful indicator of the intensity of effort and body's physiological adaptation.</li> <li>• The RPE scale relies on bodily sensations during exercise, such as muscular fatigue, increased sweating, and increased breathing rate and heart rate.</li> </ul>			
<p><b>Standard(s)</b>  <b>Student Friendly Language</b>                      What will the student know and be able to do?</p>	<p><b>SUGGESTED / SAMPLE ASSESSMENTS</b></p>	<p><b>Terms (Vocabulary) and Content Information</b></p>	<p><b>SUGGESTED / SAMPLE ACTIVITIES</b></p>
<p><b>6.3 h)</b> Describe rate of perceived exertion and identify associated activity levels.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can match activities to the rate of perceived exertion levels and tell my partner.</p> <p>I will be able to explain the RPE scale through an exit ticket.</p> <p>I can identify how the RPE scale can be used to adjust workout intensity during physical activity and describe it through a summary paragraph.</p>	<p><b>Assessment of Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>• Written: Calculate resting heart rate and heart rate during variety of activities.</li> <li>• Match activities to rate of perceived exertion levels.</li> <li>• Oral: Students describe connection between heart rate and aerobic fitness.</li> <li>• Questioning:  <a href="http://www.sparkpe.org/wp-content/uploads/2011/05/18LimitedSpaceQuizCalisthenics.pdf">http://www.sparkpe.org/wp-content/uploads/2011/05/18LimitedSpaceQuizCalisthenics.pdf</a></li> </ul> <p><b>Assessment for Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>• Describe the rate of perceived exertion, identify the associated activity levels based on the physical sensations you experience during physical activity.                      Example:                     <ul style="list-style-type: none"> <li>○ Increased heart rate.</li> <li>○ Increased respiration or breathing rate.</li> <li>○ Increased sweating.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Rate of perceived exertion: Using a scale from 0-10, measure the intensity of your exercise. On a scale of 1-10 monitor exercise intensity when doing cardio workouts.                     <ul style="list-style-type: none"> <li>○ How to use RPE:</li> </ul> </li> </ul> <p>RPE                      What It Means</p> <p>0-1                      No exertion: The only movement you're getting is pushing buttons on the remote.                      -----</p> <p>2-3                      Light exertion: This is how you should feel when you're warming up, cooling down, and stretching.                      -----</p> <p>4-5                      Medium exertion: You're breathing a little faster. Your heart is pumping a little faster. You're feeling a little warmer.                      -----</p> <p>6-7                      Moderate exertion: You're breathing pretty hard now, you're probably sweating. You can talk, but it's getting tougher.                      -----</p> <p>8-9                      Hard exertion: You're breathing really hard and you can only say a few words at a time. You're</p>	<ul style="list-style-type: none"> <li>• Calculate resting heart rate before a lesson.</li> <li>• Evaluating various activities listed on a chart by performing them, evaluating the rate of perceived exertion, and logging the information.</li> <li>• Taking target rates throughout physical activities that move through the different intensity levels</li> <li>• Physical activities that cause the body to change physically and record or talk about the changes.                      Examples:                     <ul style="list-style-type: none"> <li>○ Increased heart rate</li> <li>○ Increased respiration or breathing rate</li> <li>○ Increased sweating</li> <li>○ Muscle fatigue</li> </ul> </li> <li>• Discuss how the RPE scale can be used to determine workout intensity.</li> </ul>



	<ul style="list-style-type: none"> <li>○ Muscle fatigue.</li> </ul>	<p>wondering how long you can go on like this.</p> <p>-----</p> <p>10 Hardest exertion: You cannot keep this pace for more than a minute. Speaking is impossible. This is your limit.</p> <ul style="list-style-type: none"> <li>• Resting heart rate: When your body is pumping the lowest amount of blood you need because you are not exercising.</li> </ul>	
--	---	---	--

**Resources:**  
SHAPE America National Standards and Grade-Level Outcomes;

<b>Standard:</b> 6.4 The student will demonstrate and apply skills of communication, conflict resolution, and cooperation to achieve individual and group goals that apply to working independently and with others in physical activity settings.			
<b>ESSENTIAL UNDERSTANDING</b> <ul style="list-style-type: none"> <li>To maintain a positive learning environment, students must be safe, inclusive, cooperative, and positively solve problems.</li> <li>Self-confidence grows as challenges are successfully mastered.</li> </ul>			
<b>Standard(s)</b> <b>Student Friendly Language</b> What will the student know and be able to do?	<b>SUGGESTED / SAMPLE ASSESSMENTS</b>	<b>Terms (Vocabulary) and Content Information</b>	<b>SUGGESTED / SAMPLE ACTIVITIES</b>
<p><b>6.4 a)</b> List and demonstrate problem solving, conflict resolution, and decision-making skills.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can list (specific skill: i.e.; problem solving, conflict resolution, or decision-making) skills through an exit ticket.</p> <p>I can demonstrate decision-making skills when creating a group game and demonstrate it through a self-assessment using a checklist.</p>	<p><b>Assessment for Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>Written: List the elements of problem solving, conflict resolution, and decision-making. *(See content information for the elements).</li> <li>Observation:           <p style="text-align: center;">Sample Rubric</p> <p>4 (<i>Beyond what was taught</i>) Consistently displays ability to follow rules, cooperate with classmates, and solve problems, while being safe and inclusive.</p> <p>3 (<i>What was explicitly taught</i>) Displays ability to follow rules, cooperate with classmates, and solve problems, while being safe and inclusive.</p> <p>2 (<i>Identify basic elements</i>) Barely follows the rules, or cooperates with classmates, or solves problems, while being safe and inclusive</p> <p>1 (<i>With help/prompts/cues</i>) With teacher cues, follow rules, cooperates with classmates, and solves problems, while being safe and inclusive.</p> </li> </ul>	<ul style="list-style-type: none"> <li>Conflict Resolution:           <ul style="list-style-type: none"> <li>Talk about problems without assigning blame</li> <li>Use active listening</li> <li>Identify and clarify issues and needs</li> <li>Brainstorm solutions</li> <li>Choose and apply solution</li> <li>Evaluate solution</li> </ul> </li> <li>Problem solving:           <ul style="list-style-type: none"> <li>Clarify problem</li> <li>Analyze causes</li> <li>Identify alternatives</li> <li>Assess alternatives</li> <li>Choose and implement an alternative</li> <li>Evaluate choice</li> </ul> </li> <li>Decision-Making Process:           <ul style="list-style-type: none"> <li>Describe the situation that requires a decision.</li> <li>List possible decisions you might make.</li> <li>Share the list of possible decisions with a trusted person.</li> <li>Evaluate the consequences of each decision.</li> <li>Decide which decision is responsible and most appropriate.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Activities/Games such as:           <ul style="list-style-type: none"> <li>Lining up squads in a particular order.</li> <li>Examples –               <ul style="list-style-type: none"> <li>Line up in order of birth dates (month and day). One end of the line should start at January 1st and the other end be December 31st. (To make the game more challenging, have people line up in silence.) Repeat the challenge by combining two squads.</li> <li>Line up based on topics like shoe size, height, number of brothers and sisters, etc.</li> </ul> </li> </ul> </li> <li>Decision making activities:           <ul style="list-style-type: none"> <li>Students develop creative training activities for improvement of skills.</li> <li>Activities that put players in unfamiliar situations so they have to develop solutions to the problems posed.</li> <li>Students question each other and provide feedback on their performance.</li> <li>Students create games</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Reflective Questioning: (Compare/Contrast) – How is the decision-making process different between competitive and team-building physical activities?</li> </ul> <p><b>Assessment of Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>• Self-assessment using a checklist. After reading “Don Hellison’s Levels of Responsibility”, evaluate what level applies to your actions during physical activities. List evidence of your actions that place you at that level and the actions you will take to improve your level or maintain the level you have achieved. Levels of Awareness: Level 4 – Self Responsibility and Caring <ul style="list-style-type: none"> <li>○ Demonstrates level three behaviors</li> <li>○ Cares about others</li> <li>○ Involved with others</li> <li>○ Sensitive to the needs of others</li> </ul> Level 3 – Self-Responsibility <ul style="list-style-type: none"> <li>○ Works independently</li> <li>○ Self-motivated</li> <li>○ Positive attitude</li> </ul> Level 2 – Under Control Teacher Directed/Involved: <ul style="list-style-type: none"> <li>○ Frequently off task</li> <li>○ Needs prompting</li> <li>○ Needs frequent reminders</li> </ul> Level 1 – Under Control/Not Involved: <ul style="list-style-type: none"> <li>○ Not participating</li> <li>○ Not prepared</li> <li>○ Non-productive</li> </ul> Level 0 – Little Self-Control: <ul style="list-style-type: none"> <li>○ Not involved</li> <li>○ Uses putdowns</li> <li>○ Irresponsible</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Act on your decision and evaluate the results.</li> <li>• Decision Making Styles: <ul style="list-style-type: none"> <li>○ Inactive decision-making: Is a failure to make choices, and this failure determines what will happen. Individuals do not know what they want to do, and put off making difficult decisions. Therefore, they end up having to deal with whatever happens, and they do not gain the self-confidence they would have if they had made a decision and been accountable for it.</li> <li>○ Reactive decision-making: Is when you allow others to make your decisions. Being easily influenced by what others think, do, or suggest, lacking self-confidence, and having a need to be liked by others.</li> <li>○ Proactive decision-making: Is one in which you examine the decision to be made, identify and evaluate actions you might take, select an action, and take responsibility for the consequences of this action.</li> </ul> </li> <li>• Teaching levels of responsibility: <a href="http://www.pecentral.org/climate/january99article.html">http://www.pecentral.org/climate/january99article.html</a></li> </ul>	<p><a href="http://www.humankinetics.com/excerpts/excerpts/an-introduction-to-student-designed-games">http://www.humankinetics.com/excerpts/excerpts/an-introduction-to-student-designed-games</a></p>
--	--	---	--

**Resources:**  
SHAPE America National Standards and Grade-Level Outcomes <http://lessonplanspage.com/peoempowereddecisionmaking612.htm/>;  
[http://classroom.kidshealth.org/classroom/6to8/personal/growing/conflict\\_resolution.pdf](http://classroom.kidshealth.org/classroom/6to8/personal/growing/conflict_resolution.pdf);  
[http://classroom.kidshealth.org/classroom/6to8/personal/growing/getting\\_along.pdf](http://classroom.kidshealth.org/classroom/6to8/personal/growing/getting_along.pdf)



**Standard:** 6.4 The student will demonstrate and apply skills of communication, conflict resolution, and cooperation to achieve individual and group goals that apply to working independently and with others in physical activity settings.

**ESSENTIAL UNDERSTANDING**

- To maintain a positive learning environment, students must be safe, inclusive, cooperative, and positively solve problems.
- Rules promote the safety of the players and the integrity of the game.

<p><b>Standard(s)</b> <b>Student Friendly Language</b> What will the student know and be able to do?</p>	<p><b>SUGGESTED / SAMPLE ASSESSMENTS</b></p>	<p><b>Terms (Vocabulary) and Content Information</b></p>	<p><b>SUGGESTED / SAMPLE ACTIVITIES</b></p>
<p><b>6.4 b)</b> Compare and critique rules, safety procedures, and etiquette for two different physical activities.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can recognize safety procedure guidelines for (specific physical activity) and demonstrate it by developing a checklist.</p> <p>I can compare and critique rules, safety procedures, and etiquette for two activities and demonstrate it through a graphic organizer.</p>	<p><b>Assessment for Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>• Oral: Explain why safety guidelines are necessary.</li> <li>• Observation: Checklist/Rubric – 4 (<i>Beyond what was taught</i>) Consistently follows the safety procedures, rules and etiquette in a physical activity.</li> <li>3 (<i>What was explicitly taught</i>) Frequently follows the safety procedures, rules and etiquette in a physical activity.</li> <li>2 (<i>Identify basic elements</i>) Sometimes follows the safety procedures, rules and etiquette in a physical activity.</li> <li>1 (<i>With help/prompts/cues</i>) Rarely follows the safety procedures, rules and etiquette in a physical activity.</li> <li>• Written: Example – <ul style="list-style-type: none"> <li>○ During an activity/game, have you ever experienced an incident that made you angry?</li> <li>○ Describe what happened in the incident. When/where did it happen?</li> <li>○ What were your thoughts and feelings at the time?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Etiquette: Proper acceptable actions, behavior or conduct within an activity. Elements: <ul style="list-style-type: none"> <li>○ Be kind</li> <li>○ Be courteous</li> <li>○ Be respectful</li> </ul> </li> <li>• Acceptable conduct within physical activities that portrays respecting the rights and feelings of others: <ul style="list-style-type: none"> <li>○ By maintaining self-control.</li> <li>○ By respecting everyone's right to be included.</li> <li>○ By respecting everyone's right to a peaceful conflict resolution.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm the safety rules and behaviors related to equipment and facility use prior to any physical activity. Examples: <ul style="list-style-type: none"> <li>○ gym area procedures/rules</li> <li>○ climbing-frame guidelines/rules</li> <li>○ routines for division and use of activity space</li> <li>○ proper use of portable equipment (e.g., balls, racquets, floor hockey sticks, baseball bats, gymnastics mats)</li> <li>○ use of fixed equipment (e.g., tetherball poles, playground structures, basketball backboards, baseball backstops, curtains or folding wall dividers)</li> <li>○ reporting injuries, medical problems, equipment breakage, and hazards to the teacher</li> </ul> </li> <li>• Safety checklist developed before participation in a physical activity. Following the activity, self-assessment of the ability to play safely using the student-designed safety checklist.</li> </ul>

- Describe your actions and how you handled the situation.
- What was the result?
- Now that you have had time to think about it, how would you act now in a similar situation?
- What communication skills and strategies would you have applied to this situation?

**Assessment of Learning  
(Summative)**

- Written  
Task: Compare and critique the rules, safety procedures and etiquette for two physical activities you have participated in this year.

Sample Rubric

4 (*Advanced*)

Thoroughly compares and explains the purpose of rules, procedures, and respectful behaviors specific to participation in two physical education activities.

3 (*Proficient*)

Compares and explains the purpose of rules, procedures, and respectful behaviors specific to participation in two physical education activities.

2 (*Emerging*)

Somewhat compares and explains the purpose of rules, procedures, and respectful behaviors specific to participation in two physical education activities.

1 (*Novice*)

Does not compare and explain the purpose of rules, procedures, and respectful behaviors specific to participation in two physical education activities.

**Resources:**

SHAPE America National Standards and Grade-Level Outcomes;



**Standard:** 6.4 The student will demonstrate and apply skills of communication, conflict resolution, and cooperation to achieve individual and group goals that apply to working independently and with others in physical activity settings.

**ESSENTIAL UNDERSTANDING**

- Learning and practicing self-management skills can help individuals develop a new way of thinking.

<p><b>Standard(s)</b> <b>Student Friendly Language</b> What will the student know and be able to do?</p>	<p><b>SUGGESTED / SAMPLE ASSESSMENTS</b></p>	<p><b>Terms (Vocabulary) and Content Information</b></p>	<p><b>SUGGESTED / SAMPLE ACTIVITIES</b></p>
<p><b>6.4 c)</b> Reflect on completion of an improvement plan for a personally challenging skill or activity.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can reflect on goal achievement in an improvement plan for a challenging skill and demonstrate it through a summary with specific purpose.</p>	<p><b>Assessment for Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>• Oral Questioning: Identifying strengths and weaknesses of performance accurately.</li> <li>• Written: Self-reflection checklist for behavior or conduct during a personally challenging skill/activity:               <ul style="list-style-type: none"> <li>○ Supported classmates by demonstrating acceptance and cooperation.</li> <li>○ Followed all of the classroom procedures for safe participation in game/activity.</li> <li>○ Showed commitment to the game/activity.</li> <li>○ Cared for classmates by showing kind treatment during game/activity.</li> <li>○ Encouraged classmates instead of using put-downs during game/activity.</li> <li>○ Owned up to mistakes/fouls that are made during game/activity.</li> <li>○ Showed control and standing tall when faced with defeat in game/activity.</li> <li>○ Showed humility by refraining from boasting when winning a game/activity.</li> </ul> </li> </ul> <p><b>Assessment of Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>• Written:</li> </ul> <p>Reflect on the completion of an improvement plan for a movement situation that involved improvement in direction, speed, accuracy, and pathways. *(Refer to summative assessment in 6.1.d).</p>	<ul style="list-style-type: none"> <li>• Ways to reflect:           <ul style="list-style-type: none"> <li>○ Individually</li> <li>○ Teacher-led discussion</li> <li>○ Student-to-student dialogues</li> <li>○ Journals</li> </ul> </li> <li>• Possible Reflection Points:           <ul style="list-style-type: none"> <li>○ The reason for selection of the challenging skill or activity.</li> <li>○ The process of developing the plan.</li> <li>○ Methods that worked or did not work within the plan.</li> <li>○ The concluding results of the plan.</li> <li>○ Future goals beyond the plan.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students partner up with another student to receive feedback to help enhance performance.</li> <li>• Participate in a variety of physical activities focusing on refining basic sport specific skills such as: shooting a basketball, handing off and receiving a football, hitting a pitched ball, serving a volleyball over the net, etc.</li> <li>• Self-assessments on conduct during personally challenging skills or activities. Example: <a href="http://www.pecentral.org/assessment/paperandpencil/sportsmanship.pdf">http://www.pecentral.org/assessment/paperandpencil/sportsmanship.pdf</a></li> </ul>



	<p style="text-align: center;">Sample Rubric</p> <p><i>4 (Advanced)</i> Thoroughly reflects on a developed personal plan of improvement based on personal weaknesses in a chosen movement situation that demonstrates direction, speed, accuracy and pathways.</p> <p><i>3 (Proficient)</i> Reflects on a developed personal plan of improvement based on personal weaknesses in a chosen movement situation that demonstrates direction, speed, accuracy and pathways.</p> <p><i>2 (Emerging)</i> Minimal evaluation of a developed personal plan of improvement based on personal weaknesses in a chosen movement situation that demonstrates direction, speed, accuracy and pathways.</p> <p><i>1 (Novice)</i> Incomplete attempt to evaluate a developed personal plan of improvement based on personal weaknesses in a chosen movement situation that demonstrates direction, speed, accuracy and pathways.</p>		
<p><b>Resources:</b> SHAPE America National Standards and Grade-Level Outcomes;</p>			

**Standard:** 6.4 The student will demonstrate and apply skills of communication, conflict resolution, and cooperation to achieve individual and group goals that apply to working independently and with others in physical activity settings.

#### ESSENTIAL UNDERSTANDING

- Non-competitive physical activities breed success without any losers, with teammates learning that the cooperative process is what is important and winning becomes a by-product.
- Competitive physical activities that allow individuals to work as a decision-making team that take risks, make decisions, succeed, and sometimes fails; will prepare individuals to be confident adults, able to make decisions and work well within a group.
- Moral behavior is acquired through social interaction that occurs through games and physical activity conducted in a collective cooperative group.
- Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.

<b>Standard(s)</b> <b>Student Friendly Language</b> What will the student know and be able to do?	<b>SUGGESTED / SAMPLE ASSESSMENTS</b>	<b>Terms (Vocabulary) and Content Information</b>	<b>SUGGESTED / SAMPLE ACTIVITIES</b>
<p><b>6.4 d)</b> Describe the benefits of competitive and noncompetitive physical activities.</p> <p><b>Suggested Learning Targets</b></p> <p>I can explain the benefits of competitive and non-competitive activities through a compare/contrast graphic organizer.</p>	<p><b>Assessment for Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>• Oral: Questioning the benefits of a competitive or noncompetitive physical activities performed during a lesson.</li> <li>• Partner/group share</li> <li>• Compare/Contrast: Pick one competitive and one noncompetitive physical activity.</li> </ul> <p><b>Assessment of Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>• Describe the benefits of competitive and non-competitive physical activities in relationship to social skills, development of sportsmanship and emotional benefits.</li> </ul>	<ul style="list-style-type: none"> <li>• Benefits of team activities:               <ul style="list-style-type: none"> <li>○ Builds character – social skills like teamwork, cooperation and leadership.</li> <li>○ Ability to handle winning and losing while being a good sport.</li> <li>○ Helps develop discipline.</li> <li>○ Helps set goals and then work to achieve those goals.</li> </ul> </li> <li>• Social and emotional benefits of participation in a variety of physical activities:               <ul style="list-style-type: none"> <li>○ Improves your mental health and mood.</li> <li>○ Reduces the risk of depression and anxiety.</li> <li>○ Develops higher self-esteem and body image.</li> <li>○ Helps develop basic motor skills needed for day-to-day life.</li> <li>○ Effective in promoting mutual understanding and empathy among young people.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Games/Activities that are competitive or non-competitive: Example – <a href="http://mrgym.com/Cooperatives/Knots.htm">http://mrgym.com/Cooperatives/Knots.htm</a> The human knot game where groups untangle themselves to form a full circle again.</li> <li>• Set up two different activities in a play space (competitive and noncompetitive) highlighting the same skill in each area. After students participate in both, compare benefits of each environment.</li> </ul>
<p><b>Resources:</b> SHAPE America National Standards and Grade-Level Outcomes;</p>			



**Standard:** 6.4 The student will demonstrate and apply skills of communication, conflict resolution and cooperation to achieve individual and group goals that apply to working independently and with others in physical activity settings.

#### ESSENTIAL UNDERSTANDING

- To maintain a positive learning environment, students must be safe, inclusive, cooperative, and positively solve problems.
- Physical activities that display integrity can often be recognized as honest and genuine in its dealings, championing good sportsmanship, providing safe, fair and inclusive environments for all involved and 'play by the rules' as the defining code.
- Team-building activities can prepare individuals to become confident adults, able to make decisions, and work well within a group.

<b>Standard(s)</b> <b>Student Friendly Language</b> What will the student know and be able to do?	<b>SUGGESTED / SAMPLE ASSESSMENTS</b>	<b>Terms (Vocabulary) and Content Information</b>	<b>SUGGESTED / SAMPLE ACTIVITIES</b>
<p><b>6.4 e)</b> Demonstrate integrity and apply rules/etiquette for a team-building activity.</p> <p><b>Suggested Learning Targets:</b></p> <p>I will demonstrate acceptable conduct and proper application of rules during team building activities and demonstrate it through a checklist.</p> <p>I can show integrity, application of rules/etiquette by creating a group game that aligns to the task criteria and demonstrate it through a rubric.</p>	<p><b>Assessment for Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>• Oral: Statements you agree, disagree, or are unsure of and give a reason why. Examples –           <ul style="list-style-type: none"> <li>○ Everyone has to put up with a certain amount of disrespect in team/group activities.</li> <li>○ Saying “please” and “thank-you” shows respect for people.</li> <li>○ Treat people with respect.</li> <li>○ I’ll talk to you any way I want.</li> <li>○ Swearing is an acceptable way of communicating.</li> <li>○ There is no “I” in teamwork.</li> <li>○ There are occasions when one has to raise one’s voice when talking in a group.</li> </ul> </li> <li>• Observation checklist for team-building activities:           <ul style="list-style-type: none"> <li>○ Respected and observed the rules.</li> <li>○ Respected others in the group by listening and accepting their comments.</li> <li>○ Gave everyone an opportunity to participate in the activity.</li> <li>○ Maintained self-control at all times.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Safe: Not apt to cause harm, injury, or danger.</li> <li>• Cooperative described as:           <ul style="list-style-type: none"> <li>○ following rules</li> <li>○ encouraging others</li> <li>○ complimenting others</li> <li>○ controlling temper</li> <li>○ wanting everyone to play well and succeed</li> <li>○ working together toward a common goal</li> <li>○ helping classmates</li> <li>○ playing under control</li> <li>○ sharing</li> <li>○ showing concern for classmates’ feelings</li> </ul> </li> <li>• Integrity: The quality of being honest and fair.</li> <li>• Empathy: The ability to understand another person's feelings, behaviors and attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>• Team building activities that conclude in group discussions on behaviors that encourage effort and participation of others. Suggested criteria – Evidence of students:           <ul style="list-style-type: none"> <li>○ Encouraging others with non-verbal gestures.</li> <li>○ Encouraging others with positive remarks.</li> <li>○ Inviting others to participate or take a turn.</li> <li>○ Helping others when experiencing difficulty.</li> <li>○ Being good listeners.</li> </ul> </li> <li>• Work together in small groups or as a class with the criteria of achieving a certain goal or playing successfully as a team. <a href="http://www.thephysicaleducator.com/resources/games/cooperation/">http://www.thephysicaleducator.com/resources/games/cooperation/</a></li> <li>• Class discussions before an activity on the importance of following rules and its relationship to the improvement of performance.</li> <li>• Cooperative games with the criteria being the demonstration of integrity as groups work together.</li> </ul>

- Reflection: Groups reflect on the rules of a team-building activity.  
Example – Rules for group workout is listed under suggested/sample activities.

**Assessment of Learning  
(Summative)**

- Group creation of a game individually or in small groups using teacher provided criteria. The game must include a description of rules/etiquette and must incorporate the safe use of equipment.

Sample Rubric

4 (*Advanced*)

Thoroughly understands and demonstrates with detail integrity and application of rules/etiquette through the creation of a team-building activity.

3 (*Proficient*)

Demonstrates an understanding of integrity and application of rules/etiquette through the creation of a team-building activity.

2 (*Emerging*)

Recognizes and demonstrates briefly integrity and application of rules/etiquette through the creation of a team-building activity.

1 (*Novice*)

Incomplete attempt, without complete understanding of integrity and application of rules/etiquette through the creation of a team-building activity.

- Students evaluate the role of cooperation and positive interactions with others when participating in physical activity.
- Activities that require teamwork to follow teacher instructions/rules:  
Example – Teams of six to eight appoint an organizer for the group. On the signal, organizers run to the instructor, who is at the opposite end of the gym, to receive a list of exercises. (Exercises can vary from stationary exercises to locomotor skills such as skipping around the entire gym). The entire team should do the exercises in the order on the card. (Each card should vary the order of listed activities).
  - Rule 1: Team members must wait until all teammates are finished before going to the next exercise.
  - Rule 2: The organizer signals when the team can move to the next activity.
  - Rule 3: Everyone must use at least one “praise phrase” to another teammate or to the entire group.
  - Rule 4: Teammates should call one another by first names only.
- Encouragement/support building activities:  
After a team-building activity, teammates pick positive adjectives to describe another teammate’s performance. The speaker should look at the person, say the person’s name and use at least two adjectives when describing individuals.  
Examples – kind, strong, quiet, nice, shy, happy, active, cheerful, courteous, polite, friendly, organized, courageous, honest, clever, inventive, helpful, imaginative, reserved, enthusiastic, aggressive, determined, creative, humorous, pleasant, calm, confident, daring, etc.

**Resources:**

SHAPE America National Standards and Grade-Level Outcomes;

**Standard:** 6.4 The student will demonstrate and apply skills of communication, conflict resolution, and cooperation to achieve individual and group goals that apply to working independently and with others in physical activity settings.

**ESSENTIAL UNDERSTANDING**

- A responsible participant views behaving well and including others as important as playing safely.

<b>Standard(s)</b> <b>Student Friendly Language</b> What will the student know and be able to do?	<b>SUGGESTED / SAMPLE ASSESSMENTS</b>	<b>Terms (Vocabulary) and Content Information</b>	<b>SUGGESTED / SAMPLE ACTIVITIES</b>
<p><b>6.4 f)</b> Create and implement strategies, to include others and promote safe participation in physical activities.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can create rules to promote safety in (specific physical activity) and present them in a group presentation.</p> <p>I can self-reflect on my ability to include others in physical activities, create future strategies for improvement and demonstrate it a summary paragraph.</p>	<p><b>Assessment for Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>• Observation: What to look for (measure/assess) during activity:             <ul style="list-style-type: none"> <li>○ Are students accepting of all partners?</li> <li>○ Are students hustling to find partners?</li> <li>○ Are they mixing themselves up?</li> </ul> </li> <li>• Self-reflection:             <ul style="list-style-type: none"> <li>○ If a classmate says or does something I agree with, I...</li> <li>○ When I want to make a point to the group, I...</li> <li>○ If a group member ignores my suggestions, I...</li> <li>○ If a group member says or does something I disagree with, I...</li> <li>○ If I don't understand the group leaders' ideas, I...</li> </ul> </li> <li>• Teacher Feedback:             <ul style="list-style-type: none"> <li>○ Level 4: Caring – Students help others, share equipment willingly welcome students who are not included in partner activities.</li> <li>○ Level 3: Self-Direction – Students are able to follow all of the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Safe: Not apt to cause harm, injury, or danger.</li> <li>• Cooperative is described as:             <ul style="list-style-type: none"> <li>○ following rules</li> <li>○ encouraging others</li> <li>○ complimenting others</li> <li>○ controlling temper</li> <li>○ wanting everyone to play well and succeed</li> <li>○ working together toward a common goal</li> <li>○ helping classmates</li> <li>○ playing under control</li> <li>○ sharing</li> <li>○ showing concern for classmates' feelings</li> </ul> </li> <li>• Guidelines for including others:             <ul style="list-style-type: none"> <li>○ Positive strategies such as offering suggestions/assistance, leading/following others.</li> <li>○ Providing possible solutions when faced with a group challenge</li> <li>○ Helping and encouraging others, avoiding negative</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Partner grouping strategies: Example – Have students move in open space, on the signal, each child stands back to back with another child. Then skip, gallop, slide, away from partner. When the signal is sounded, they immediately find a new partner and stand back to back. Commands can differ such as: toe to toe, elbow to elbow, or combinations of different body parts. Rules:             <ul style="list-style-type: none"> <li>○ Must get with closest person</li> <li>○ Find a partner as quickly as possible</li> <li>○ Find a different partner each time</li> <li>○ Variation: get a mixed gender partner</li> <li>○ Move to lost and found to find someone</li> </ul>             *Lost and Found: Students who can't find a partner quickly go to the middle of the gym with their hand up and meet other "Lost and Found" students.           </li> <li>• Class grouping strategies: Example – Children are scattered throughout the area. Teacher calls out locomotor movements such as: skipping, galloping, etc... Students move in any direction they wish. Teacher whistles a number of times in succession and raises the</li> </ul>

	<p>classroom rules as well as working without direct supervision of the teacher.</p> <ul style="list-style-type: none"> <li>○ Level 2: Respect – Works without bothering other students. Participates willingly in all activities.</li> <li>○ Level 1: Irresponsibility – Touching others, blaming others, damaging equipment or making excuses.</li> </ul> <ul style="list-style-type: none"> <li>● Written: List strategies of how to include others when creating groups for physical activities and explain how these strategies improve time wasted and ease confusion.</li> </ul> <p><b>Assessment of Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>● Create strategies that promote inclusion and safety, and explain how the strategies help achieve this.</li> </ul> <p style="text-align: center;">Sample Rubric</p> <p>4 (<i>Advanced</i>) Highly effective creation of strategies to include others and promote safety in physical activities.</p> <p>3 (<i>Proficient</i>) Effective creation of strategies to include others and promote safety in physical activities.</p> <p>2 (<i>Emerging</i>) Somewhat effective creation of strategies to include others and promote safety in physical activities.</p> <p>1 (<i>Novice</i>) Ineffective creation of strategies to include others and promote safety in physical activities.</p>	<p>talk, and providing support to classmates</p>	<p>same number of fingers above their head to signal the group size. Students then form small groups with the number in each group equal to the number of whistles. For example, if there are four short whistles, children form circles of four – no more, no less. As soon as a group has the desired number, they sit down to signal that others may not join the group. Children who cannot find a group nearby should move to the center of the area and raise their hand to facilitate finding others without a group.</p> <p>Rules:</p> <ul style="list-style-type: none"> <li>○ Must get with closest group.</li> <li>○ Find a group as quickly as possible.</li> <li>○ Find a different group each time.</li> <li>○ Variation: get a mixed gender group</li> <li>○ Move to the middle to find a partner.</li> </ul>
--	--	--	--

**Resources:**

SHAPE America National Standards and Grade-Level Outcomes; <http://mrgym.com/Teams.htm>



**Standard:** 6.5 The student will explain the connection between energy balance and nutrition guidelines, meal planning, and exercise intensity.

**ESSENTIAL UNDERSTANDING**

- Planning healthy meals will help the body grow and develop normally and increase overall health and wellness.
- Energy for movement comes from the food we eat (animal and plant sources), which provides energy-rich nutrients in the form of carbohydrates, fats, and proteins.

<b>Standard(s)</b> <b>Student Friendly Language</b> What will the student know and be able to do?	<b>SUGGESTED / SAMPLE ASSESSMENTS</b>	<b>Terms (Vocabulary) and Content Information</b>	<b>SUGGESTED / SAMPLE ACTIVITIES</b>
<p><b>6.5 a)</b> Create a one-day meal and snack plan based on Recommended Dietary Allowances (RDA), portions, macronutrients, vitamins, minerals, hydration, sugar, and salt.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can create a meal/snack plan for one day (including RDA, portions, macronutrients, vitamins, minerals, hydration, sugar, and salt) and present it through a group presentation.</p>	<p><b>Assessment of Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>• Written: Log or journal snacks and evaluate their nutritional value.</li> <li>• Oral questioning: Identifying foods within each of the basic food groups, appropriate servings and portions for student's age and physical activity levels.</li> </ul> <p><b>Assessment for Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>• Written: Students create a one-day meal and snack plan based on RDA, portions, macronutrients, vitamins, minerals, hydration, sugar, and salt.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Macronutrients</b> <ul style="list-style-type: none"> <li>○ Carbohydrates: Found in starchy and sugary foods and are the main source of energy.</li> <li>○ Protein: Is essential for growth, repair and maintenance of our body tissues. Examples include meats, eggs, fish, dairy products, nuts and seeds.</li> <li>○ Fats: Provide energy and when stored, provide protection to our vital organs. There are two types of fats.               <ul style="list-style-type: none"> <li>- Saturated fats are 'the bad fats' which are normally solid at room temperature, such as butter and meat fat.</li> <li>- Unsaturated fat is more difficult to breakdown and so is mainly stored within the body. Generally better for us and are often liquid at room temperature. Examples include olive oil and sunflower oil, although they can also be found in avocados and nuts.</li> </ul> </li> </ul> </li> <li>• <b>Hydration:</b> Fluids help prevent dehydration. When we are physically active, our bodies sweat to help cool us down. Electrolytes such as sodium are also lost in our sweat. For this reason many sports drinks contain a mix of water and electrolytes. The presence of these electrolytes also helps the water to diffuse through the small intestine, back into the body.</li> </ul>	<ul style="list-style-type: none"> <li>• Students create a log for one day of meals/snacks and bring to class. Look at RDA and other guidelines. Students discuss (in group/partner/with class) if their log is within the RDA and other guidelines.</li> <li>• Games/activities that teach information needed to develop appropriate meals. Example: Students are placed behind different cones. Across from each cone are hula hoops with index cards in the middle. The index cards have words on them which will eventually form a sentence. In relay race style, one student at a time runs to their hoop, picks up an index card from inside, brings it back to their team and places it inside their team's envelope. (Envelopes waiting under cone.) Teams will keep going until no cards are left in hoop. Once all cards are in envelope, students must work together to place cards on the floor and form a sentence which will correlate to MY Food Plate. There will be an exercise on one index card. Groups will place the exercise card at the end of the sentence and perform the exercise while waiting for other groups to be finished. When all teams are finished, teams will read their sentence out loud as a group to the class.</li> <li>• Display informational posters such as:</li> </ul>

- Balanced diet: Varies depending on the activity levels, type of exercise and health status of individuals, but for most people it should consist of:
  - 60% Carbohydrates
  - 30% Fat
  - 10% Protein
  - Vitamins, minerals, and water
- Portion size
- Recommended dietary allowance (RDA): The recommended minimum amount of a nutrient needed for good health.
- Vitamins: Organic substances need in small amounts to enable the body to complete chemical reactions.
- Minerals: Inorganic compounds needed in small amounts:
  - Milk – for calcium
  - Red meats – for iron
  - Vegetables – for phosphorus

○ <http://www.thephysicaleducator.com/resources/infographics/nutrition/>

○ RDA Guidelines:

Food Group	No. of Servings
Bread, Cereal, Rice & Pasta	6 - 9
Vegetables	3 - 4
Fruit	2 - 3
Milk, Yogurt & Cheese	2 - 3
Meat, Poultry, Fish, Beans, Eggs & Nuts	2 - 3 (about 5 – 6 ounces)

**Additional Resources:**

<http://www.choosemyplate.gov/food-groups/>; <http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm>; <http://www.fitness.gov/eat-healthy/dietary-guidelines-for-americans/>  
<http://www.choosemyplate.gov/tools-supertracker>; <http://kidshealth.org/en/teens/myplate.html?WT.ac=ctg#catdieting>;  
<http://classroom.kidshealth.org/classroom/6to8/personal/nutrition/breakfast.pdf>; [http://classroom.kidshealth.org/classroom/6to8/personal/nutrition/food\\_labels.pdf](http://classroom.kidshealth.org/classroom/6to8/personal/nutrition/food_labels.pdf);  
<http://kidshealth.org/en/kids/fat.html>; [http://classroom.kidshealth.org/classroom/6to8/personal/nutrition/school\\_lunch.pdf](http://classroom.kidshealth.org/classroom/6to8/personal/nutrition/school_lunch.pdf); <https://www.supertracker.usda.gov/>

<p><b>Standard:</b> 6.5 The student will explain the connection between energy balance and nutrition guidelines, meal planning, and exercise intensity.</p> <p><b>ESSENTIAL UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>• Resting Pulse is a valuable metric to not only determine your fitness level, but also your cardiovascular health.</li> <li>• Heart rate and resting heart rate can be used to help determine personal fitness levels.</li> <li>• Monitoring your heart rate will allow you to track the changes taking place in your cardiovascular system as you move towards aerobic fitness.</li> <li>• Intensity level descriptions help a person understand what level of physical activity they are engaged in.</li> </ul>			
<p><b>Standard(s)</b>  <b>Student Friendly Language</b>                      What will the student know and be able to do?</p>	<p><b>SUGGESTED / SAMPLE ASSESSMENTS</b></p>	<p><b>Terms (Vocabulary) and Content Information</b></p>	<p><b>SUGGESTED / SAMPLE ACTIVITIES</b></p>
<p><b>6.5 b)</b> Describe the relationship between resting heart rate and exercise intensity.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can describe the connection between resting heart rate and exercise intensity through a summary paragraph.</p>	<p><b>Assessment of Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>• Written: Calculate resting heart rate and heart rate during a variety of exercise levels.</li> <li>• Oral: Students describe connection between heart rate and exercise intensity.</li> </ul> <p><b>Assessment for Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>• Activity: Students log resting heart rate periodically throughout the year. Discuss results and connection to exercise intensity after time elapse.</li> </ul>	<ul style="list-style-type: none"> <li>• Resting heart rate: when your body is pumping the lowest amount of blood you need because you are not exercising.</li> <li>• What affects resting pulse?                             <ul style="list-style-type: none"> <li>○ A variety of factors can affect your resting pulse such as: reading, the physical size of your heart, body size, activity level, fitness level, temperature, body position, emotions and medication use.</li> <li>○ A higher resting pulse than usual can be a sign of over-training or illness. When recovering from a workout, your metabolism and heart are working harder to repair the body and get it back to a homeostasis. If there is a higher resting heart rate than usual, the body is still in a state of repair and you should adjust your workout regimen accordingly to prevent over-training or injury.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students sit at the beginning of class and calculate resting heart rate- do this multiple times throughout the year.</li> <li>• Give students a chart with various activities listed and empty spaces. Students complete various activities logging exercise intensity and heart rate. Have students complete this activity again later in the year– compare resting heart rates as well as heart rates for activities.</li> </ul>
<p><b>Resources:</b>                      SHAPE America National Standards and Grade-Level Outcomes;                      Kids Health <a href="http://kidshealth.org/kid/htbw/">http://kidshealth.org/kid/htbw/</a></p>			

**Standard:** 6.5 The student will explain the connection between energy balance and nutrition guidelines, meal planning, and exercise intensity.

**ESSENTIAL UNDERSTANDING**

- Physical activity guidelines and energy expenditure make up half the scale needed for energy balance.
- Moderate and vigorous physical activity is needed for energy balance and physical health .

<p><b>Standard(s)</b>  <b>Student Friendly Language</b>                      What will the student know and be able to do?</p>	<p><b>SUGGESTED / SAMPLE ASSESSMENTS</b></p>	<p><b>Terms (Vocabulary) and Content Information</b></p>	<p><b>SUGGESTED / SAMPLE ACTIVITIES</b></p>																						
<p><b>6.5 c)</b> Explain the impact of physical activity guidelines on energy expenditure.</p> <p><b>Suggested Learning Targets:</b></p> <p>I can explain the effect of physical activity guidelines to how much energy a person uses, and demonstrate it by (i.e.; exit slip, explaining to a partner/group, summary paragraph, etc.)</p>	<p><b>Assessment of Learning (Formative)</b></p> <ul style="list-style-type: none"> <li>• Oral: Describe the effects of energy balance on the body.</li> </ul> <p><b>Assessment for Learning (Summative)</b></p> <ul style="list-style-type: none"> <li>• Oral: Explain energy expenditure and impact on energy balance to a peer/teacher.                      Activity: Calculate energy expenditure based on physical activity guidelines and collect from food/nutrition cards the correct amount of calories to balance energy.</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate to vigorous physical activity (MVPA)</li> </ul> <p>New vocabulary and content.</p> <ul style="list-style-type: none"> <li>• Energy expenditure: the amount of energy a person uses in the form of calories.</li> <li>• Common aerobic activities and how many calories burned doing an hour at a moderate intensity.</li> </ul> <table border="1" data-bbox="1018 857 1501 1242"> <thead> <tr> <th>Type of Aerobic Exercise</th> <th>Calories/hour</th> </tr> </thead> <tbody> <tr> <td>Walking, 3 mph</td> <td>280</td> </tr> <tr> <td>Dancing</td> <td>420</td> </tr> <tr> <td>Bicycling</td> <td>450</td> </tr> <tr> <td>Jogging, 5 mph</td> <td>500</td> </tr> <tr> <td>Swimming</td> <td>500</td> </tr> <tr> <td>Step aerobics</td> <td>400</td> </tr> <tr> <td>Running</td> <td>700</td> </tr> <tr> <td>Canoeing</td> <td>280</td> </tr> <tr> <td>Gardening</td> <td>300</td> </tr> <tr> <td>Golf</td> <td>280</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Physical activity guidelines for ages 6 to 17 include doing 60 minutes (1 hour) or more of physical activity daily.                             <ul style="list-style-type: none"> <li>○ Aerobic: Most of the 60 or more minutes a day should be either moderate or vigorous - aerobic physical activity, and should include</li> </ul> </li> </ul>	Type of Aerobic Exercise	Calories/hour	Walking, 3 mph	280	Dancing	420	Bicycling	450	Jogging, 5 mph	500	Swimming	500	Step aerobics	400	Running	700	Canoeing	280	Gardening	300	Golf	280	<ul style="list-style-type: none"> <li>• Use physical activity guidelines to determine possible energy expenditure. Calculate how many calories are needed to maintain an energy balance.</li> <li>• Introduce physical activity guidelines for their age group and calculate energy expenditure.</li> <li>• Activities where food/nutrition cards are used and students need to earn/get enough food/nutrition cards to balance their energy expenditure.</li> <li>• Discussions on calories in vs. calories out relationship and gaining weight.</li> <li>• Physical activities that move from moderate to vigorous.</li> </ul>
Type of Aerobic Exercise	Calories/hour																								
Walking, 3 mph	280																								
Dancing	420																								
Bicycling	450																								
Jogging, 5 mph	500																								
Swimming	500																								
Step aerobics	400																								
Running	700																								
Canoeing	280																								
Gardening	300																								
Golf	280																								

vigorous-intensity physical activity at least 3 days of the week.

- Muscle-strengthening: As part of the 60 or more minutes of daily physical activity, it should include muscle-strengthening physical activity for at least 3 days of the week.
- Bone strengthening: As part of the 60 or more minutes of daily physical activity, it should include bone-strengthening physical activity at least 3 days of the week.

**Resources:**

SHAPE America National Standards and Grade-Level Outcomes;

<http://www.choosemyplate.gov/physical-activity-calories-burn>; <http://www.cdc.gov/physicalactivity/basics/index.htm>