OFFICE OF CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT

HIGH SCHOOL COURSE OUTLINE

<table>
<thead>
<tr>
<th>Department</th>
<th>Physical Education</th>
<th>Course Title</th>
<th>Advanced Kinesiology/Physical Education, Personal Fitness Emphasis</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>10</td>
<td>Short Title</td>
<td>Adv. KPE, PFE</td>
<td>Yes</td>
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<tr>
<td>Course Length</td>
<td>2 semesters</td>
<td>Credits per Semester</td>
<td>5</td>
<td>No</td>
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<tr>
<td>Approved for Honors</td>
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<td>Required</td>
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<td>Yes</td>
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<tr>
<td>Elective</td>
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<td>CTE Industry Sector</td>
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<td>CTE Pathway</td>
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<tr>
<td>Prerequisites</td>
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<tr>
<td>Co-requisites</td>
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<tr>
<td>Articulated with LBCC</td>
<td>No</td>
<td>Articulated with CSULB</td>
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<td>Meets UC “a-g” Requirement</td>
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<td>Meets NCAA Requirement</td>
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COURSE DESCRIPTION

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Kinesiology and Physical Education program aligned with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students developing a personalized fitness program for a healthy lifestyle. Units of instruction include: Introduction to kinesiology and physical education with personal fitness emphasis, personal fitness concepts and techniques, cardiorespiratory endurance training, nutrition, team activities, combatives, tumbling/gymnastics, and aquatics.

COURSE PURPOSE: GOALS

Content:
- Students will understand how movement and motor skills should be performed based on biomechanics principles.
- Students will understand how to improve their movement and motor skills.
- Students will understand developmentally appropriate movement and motor skills.
- Students will understand the benefits of regular physical activity.
- Students will understand how to create a personal fitness plan.

Skills:
- Students will develop competency in movement and motor skills.
- Students will develop competency in combining movement and motor skills.
- Students will understand game tactics and demonstrate their use in game settings.
- Students will demonstrate appropriate social skills in a physical activity setting.
- Students will demonstrate appropriate skills in personal responsibility in a physical activity setting.
- Students will develop a healthy level of flexibility, muscular strength and endurance, body composition, and cardiorespiratory endurance.
Literacy:
- Students will communicate knowledge of health related physical fitness concepts and movement skills to a variety of audiences through suitable media utilizing research, writing and oral presentation methods.

Applications:
- Students will participate regularly in physical activity.
- Students will apply the skills and knowledge learned in physical education to prepare for a lifetime of physical activity, health, and well-being.

COURSE PURPOSE: EXPECTED OUTCOMES
Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content and skill standards for 10th Grade Physical Education. Levels of proficiency are defined near the end of this course outline under Performance Standards.

Physical Education Standards:
Physical Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, adopted by the California State Board of Education in 2006.

Students will demonstrate knowledge of and competency in motor skills, movement patterns, and strategies to perform a variety of physical activities.

Students will:
1.1 Combine, and apply movement patterns to progress from simple to complex in combatives, gymnastics/tumbling, and team activities.
1.2 Demonstrate proficient movement skills in:
   combatives gymnastics/tumbling team activities
1.3 Explain and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combatives, gymnastics/tumbling, and team activities.
1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combatives, gymnastics/tumbling, and team activities.
1.5 Explain, apply, and evaluate the use of the biomechanical principles of leverage, force, inertia, rotary motion, and opposition to achieve advanced performance in combatives, gymnastics/tumbling, and team activities.
1.6 Evaluate the interrelationships among physical, emotional, and cognitive factors affecting individual and team performance.
1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in combatives, gymnastics/tumbling, and team activities.
1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combatives, gymnastics/tumbling, and team activities.
1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in combatives, gymnastics/tumbling, and team activities.
1.10 Analyze specific situations to determine appropriate strategies in combatives, gymnastics/tumbling, and team activities.
1.11 Assess the effect/outcome of a specific performance strategy in combatives, gymnastics/tumbling, and team activities.
1.12 Evaluate independent learning of movement skills.
Students will achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Students will
2.1 Participate in moderate to vigorous physical activity at least 4 days each week.
2.2 Participate in challenging physical fitness activities that meet individual needs and interests using the principles of exercise.
2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the health-related standards as established in the State-mandated fitness tests.
2.4 Assess physical fitness levels and adjust physical activity to accommodate for changes in age, growth, and development.
2.5 Justify the use of specific physical activities to achieve desired fitness goals.
2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
2.7 Develop and implement an appropriate personal physical fitness program for a family and/or community member.
2.8 Explain how to evaluate consumer physical fitness products and programs.
2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, and physical fitness and performance.
2.10 Evaluate the availability and quality of community fitness resources.
2.11 Use and analyze scientifically based data and protocols to self-assess the five components of health-related fitness

Students will demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Students will
3.1 Participate in physical activities for personal enjoyment.
3.2 Examine and explain the ways in which personal characteristics, performance styles, and activity preferences may change over a lifetime.
3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
3.5 Evaluate and refine personal goals to improve performance in physical activities.
3.6 Identify the effects of age, gender, ethnicity, socioeconomic status, and culture on physical activity preferences and participation.
3.7 Explain how to select and modify physical activities to allow for participation by children, elderly, and those with special needs.
3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
3.9 Encourage others to be supportive and inclusive of all ability levels.

COURSE PURPOSE: EXPECTECTED INTEGRATED OUTCOMES

Students are also expected to proficiently apply common skills that are relevant across curriculum areas and career pathways. The following are those skills most applicable to this course.

CTE Foundation Standards:
from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in May, 2005.
**Foundation Standard 2: Communications**

**Reading 2.8** Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

**Written and Oral English Language Conventions 1.4** Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

**Foundation Standard 3: Career Planning and Management**

**Career Planning and Management 3.5** Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.

**Foundation Standard 4: Technology**

**Technology 4.2** Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.

**Foundation Standard 5: Problem Solving and Critical Thinking**

**Problem Solving and Critical Thinking 5.3** Use critical thinking skills to make informed decisions and solve problems.

**Foundation Standard 7: Responsibility and Flexibility**

**Responsibility and Flexibility 7.2** Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

**Foundation Standard 9: Leadership and Teamwork**

**Leadership and Teamwork 9.1** Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

**Leadership and Teamwork 9.5** Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
### OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:

<table>
<thead>
<tr>
<th>Introduction to Advanced Kinesiology and Physical Education with Personal Fitness Emphasis; Social Skills for Physical Activity</th>
<th>Introduction 1-2 weeks and ongoing throughout the school year</th>
</tr>
</thead>
</table>

### Sample Essential Question(s):

- What are social skills?
- What is personal responsibility?
- Why are social skills and personal responsibility important in physical activities?
- How do positive social skills and personal responsibility apply in physical activities?

### Content Standards

| 3.2 | Examine and explain the ways in which personal characteristics, performance styles, and activity preferences may change over a lifetime. |
| 3.4 | Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities. |
| 3.6 | Identify the effects of age, gender, ethnicity, socioeconomic status, and culture on physical activity preferences and participation. |
| 3.8 | Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles. |
| 3.9 | Encourage others to be supportive and inclusive of all ability levels. |

### CTE Standards

| 5.3 | Use critical thinking skills to make informed decisions and solve problems. |
| 7.2 | Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles. |
| 9.1 | Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting. |
| 9.5 | Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others. |

### Students Know (content)

- 3.9 Define and identify Hellison’s Levels of Personal and Social Responsibility: (4=Caring; 3=Self-responsibility; 2=Involvement; 1=Self-control; 0=Irresponsibility)

### Students are Able to Do (skill)

- 3.8 Demonstrate conflict resolution skills during physical activities.
- 3.8 Demonstrate social skills of:
  - Encouragement
  - Active listening
  - Courtesy

### Students Demonstrate Knowledge and Skill

### Key Assignments/Assessments

- Quiz on Hellison’s Levels of Personal and Social Responsibility

### Instructional Support

- Classroom Rules and Procedures
- Locks and Locker Room Procedure
- Dressing Policy

### Supplemental Materials Correlation:

- Posters of Hellison’s Levels of Personal and Social Responsibility – available from Health and PE Office, 2010-11

- Books: Adventure Curriculum for Physical
<table>
<thead>
<tr>
<th>3.9 Demonstrate participation in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Cooperative activities</td>
</tr>
<tr>
<td>- Ice breakers</td>
</tr>
<tr>
<td>- Tag games</td>
</tr>
<tr>
<td>- Trust activities</td>
</tr>
<tr>
<td>- Problem solving initiatives</td>
</tr>
</tbody>
</table>

Rubric rating of students’ demonstration of social skills during activities, based on Hellison’s Levels 0-4.

**Suggested Assignments**

- Name-learning activities/games
- Group Juggling
- Knots (Circle and Wall)
- Circle the Hoop

**Key Vocabulary**

See Glossary of PE Framework for California Public Schools, pages 312-323 for definitions

- Biomechanics
- Body management
- Fundamental movement skills
- Group dynamics
- Health
- Individual or dual activity
- Kinesiology
- Large muscle groups
- Locomotor movements
- Manipulative movements
- Movement concepts
- Movement patterns
- Physical activity
- Physical fitness

**FITNESS OVERVIEW**

Review of Content – Five Fitness Components
Pre-Assessment of Fitness Knowledge
Physical Fitness Pre-test

Introduction Weeks 1 - 4 of School Year: 4 WEEKS

Fitness is Ongoing Throughout the Year - See Weekly Pacing for Each Fitness Area in Units That Follow
Sample Essential Question(s):

- What is fitness?
- What does it mean to be fit?
- How can one assess one’s health-related fitness?
- What components of fitness do the Fitnessgram assessments measure and why are those components important to one’s health?
- What does the Healthy Fitness Zone mean?
- What is the Healthy Fitness Zone for each component of fitness?
- Why is goal setting important to improve one’s fitness?

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Performance Standard Measures</th>
<th>Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Participate in moderate to vigorous physical activity at least 4 days each week.</td>
<td>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC) students demonstrate knowledge and skill</td>
<td>Supplemental Materials Correlation: fitnessgram test administration manual 4th edition–at schools</td>
</tr>
<tr>
<td>2.2 Participate in challenging physical fitness activities that meet individual needs and interests using the principles of exercise.</td>
<td></td>
<td>Physical Education Framework for California Public Schools, 2009 at school sites</td>
</tr>
<tr>
<td>2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the health-related standards as established in the State-mandated fitness tests.</td>
<td></td>
<td>California Department of Education’s California Physical Fitness Test Overview Packet: <a href="http://www.cde.ca.gov/ta/tg/pf/documents/pftoverview0910.pdf">http://www.cde.ca.gov/ta/tg/pf/documents/pftoverview0910.pdf</a></td>
</tr>
<tr>
<td>2.4 Assess physical fitness levels and adjust physical activity to accommodate for changes in age, growth, and development.</td>
<td></td>
<td>Videos and directions for each test at: <a href="http://www.pft-info.org/home1.aspx">http://www.pft-info.org/home1.aspx</a></td>
</tr>
<tr>
<td>2.11 Use and analyze scientifically based data and protocols to self assess the five components of health-related fitness.</td>
<td></td>
<td>Suggested Assignments/Activities five for life advanced manual 1.30-33 Five for Life Assessment 1.44-48 Training Principles Assessment</td>
</tr>
<tr>
<td>3.1 Participate in physical activities for personal enjoyment.</td>
<td></td>
<td>Key Vocabulary See Glossary of Physical</td>
</tr>
<tr>
<td>3.3 Evaluate the psychological benefits derived from regular participation in physical activity.</td>
<td></td>
<td>Health and Safety Five for Life Advanced Manual 1.36-37 Training Principles</td>
</tr>
<tr>
<td>3.5 Evaluate and refine personal goals to improve performance in physical activities.</td>
<td></td>
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</tbody>
</table>
**Students Know**

(.content)

Understand the components of total health fitness and the relationship between physical activity and lifelong wellness.

Students expand on their previously designed activity and fitness plan based on their individual needs.

Describe current trends in fitness participation and activities.

**Students are Able to Do**

(skill)

Assess personal fitness, compare personal fitness scores data to health standards and set goals of maintenance and improvement.

Apply principles of resistance training.

Apply physiological principles involved in human movement.

Analyze body types and within between age, gender groups, and fitness levels.

Select a leisure time physical activity and identify opportunities in the community to participate in this activity.

Advanced techniques of resistance training.

<table>
<thead>
<tr>
<th>Manual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.13-1.16 Advanced Muscular Strength and Muscular Endurance Activity</td>
</tr>
<tr>
<td>1.41-43 Muscular Strength and Muscular Endurance Recording Activity</td>
</tr>
<tr>
<td>1.39-1.40 Cardiorespiratory Endurance Recording Chart</td>
</tr>
</tbody>
</table>

**Fitness Activities:**
(circuits, stations, fitness lab, weight room, aerobics, steps, runs, cardio equipment)

**Fitness Technology:**
(heart rate monitors, heart rate wands, pedometers, skin calipers, computer software)

Introduce and/or review safety techniques (including modifications for health conditions, i.e. asthma, obesity), breathing techniques, proper movement forms, i.e. correct stride, arm movements, body alignment: proper warm-up, cool down and stretching.

Explain and demonstrate competency in monitoring heart rates during activity.

Assess fitness and set goals to maintain and improve fitness levels.

**Education Framework for California Public Schools, page 312-323**

Aerobic activity

Anaerobic

Basic resistance principles

Biomechanics

Body composition

Components of physical fitness

Cool down exercises

Core muscles

Dehydration

Ergogenic aids

Flexibility

Body composition

Components of physical fitness

Cool down exercises

Core muscles

Dehydration

Ergogenic aids

Flexibility

F.I.T.T. principles/concepts

Frequency

Health-related physical

Healthy fitness zone

Healthy target heart rate zone

Hyper-extension

Hyper-flexion

Individuality

Intensity

Large muscle groups

Mode/type

Moderate physical

Muscle endurance

Muscle strength

Overload

Perceived exertion index

Physical fitness

Plyometric exercise

Principles of training/principles of exercise

Progression

Recovery rates

Regularity

Resistance principle

Specificity.

Time

Type

Vigorous physical activity

Warm-up exercises

Weight-bearing activities
Participate in a variety of cardiorespiratory activities including power walking, pacer test, interval training, incline running, distance running, aerobics, rope jumping, spin bikes, indoor rowing, and cardio circuits.

<table>
<thead>
<tr>
<th>FITNESS</th>
<th>Introduction to Fitness Content – Five Components of Health Related Fitness</th>
<th>4 Weeks Weeks 1-4 of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Essential Question(s):</td>
<td></td>
<td></td>
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<tr>
<td>• What are the five components of fitness?</td>
<td></td>
<td></td>
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<tr>
<td>• What is their relationship to overall health?</td>
<td></td>
<td></td>
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<tr>
<td>• Why is being fit in all five components necessary to live a healthy and productive life?</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Performance Standard Measures (Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</th>
<th>Instructional Support</th>
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<tbody>
<tr>
<td>2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.</td>
<td>Students Demonstrate Knowledge and Skill Assesments Intermediate Five for Life Manual</td>
<td>Supplemental Materials Correlation:</td>
</tr>
<tr>
<td>2.5 Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.</td>
<td>1.35 – 1.36 Five Components of Fitness</td>
<td>Intermediate Five for Life Manual Hand-outs:</td>
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<tr>
<td></td>
<td>1.37 – 1.38 Five Components Key</td>
<td>1.4-1.6 Five for Life Student Introduction</td>
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<tr>
<td></td>
<td>1.8 Heart Health 4/5 Minute Walk Run</td>
<td>1.21 Teacher/Student Led All-Star Static Stretches</td>
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<td>1.9 - 1.11 Cardiorespiratory Graphing Activity</td>
<td>1.22-23 All-Star Dynamic Stretches</td>
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<td>Advanced Five for Life Manual Hand-out:</td>
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<td></td>
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<td>1.36-1.37 Training Principles Student Introduction</td>
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<td>Key Vocabulary</td>
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</table>

<table>
<thead>
<tr>
<th>Students Know (content)</th>
<th>Students are Able to Do (skill)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Define and identify the Five Components of Fitness</td>
<td>2.2 Participate in enjoyable and challenging physical activities</td>
</tr>
<tr>
<td>2.5 Principles of Exercise</td>
<td>2.2 Develop and maintain physical fitness</td>
</tr>
<tr>
<td></td>
<td>2.5 Adjust physical activity levels to meet the principles of exercise</td>
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</tbody>
</table>

**Key Vocabulary**

See Page 1.6 of
### FITNESS

**Cardiorespiratory and FITT Training Principles**

**Sample Essential Question(s):**

- What is Cardiorespiratory Endurance?
- What is the FITT Principle?
- How do they work together?
- What is Rate of Perceived Exertion (RPE)?
- How does the RPE relate to activity intensity levels?

### Content Standards

2.1 Participate in moderate to vigorous physical activity at least 4 days each week.
2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
2.5 Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.

### Performance Standard Measures

*(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)*

- **Students Demonstrate Knowledge and Skill**

### Key Assignments/Assessments

*Five for Life Advanced Manual*

- **Week 1:**
  - 3.7 – 3.9 Advanced Cardiorespiratory Relay and Reflective Questions
  - 3.10 Aerobic vs. Anaerobic

- **Week 2 and 3:**
  - 4.84 Starting with Heart Rate Monitor
  - 4.85 – 86 Age-Adjusted Maximum and Training Heart Rate Formulas (Only Int.) Intermediate
  - 1.51 Cardio Endurance Activity FITT Plan

- **Advanced:**
  - 4.90 Heart Health Training Log

- **Week 4:**

### Instructional Support

**Supplemental Materials Correlation:**

- **Intermediate Five for Life Manual**
- RPE Posters at sites: Intensity Levels 1-5 (with faces and fingers)
- Hand-outs:
  - *Five for Life Advanced Manual*

- **Week 1**
  - 3.4 -3.5 Cardiorespiratory System for Life
  - 3.6 – Cardiorespiratory Vocabulary

- **Week 2**
  - 4.82 - 83 Heart Health Pyramid

- **Week 4**
  - 4.98 – 4.100 Steps for Life (for Teacher Information)
### Students Know (content)

2.1 Define and identify moderate to vigorous physical activity (MVPA)

2.2 Define and identify activities that develop and maintain the five components of physical fitness

2.2 Define and identify cardiorespiratory endurance

2.5 Define and identify the training principles of Frequency, Intensity, Time, Type for cardiorespiratory endurance

### Students are Able to Do (skill)

2.1 Participate in MVPA at least 4 days each week

2.2 Participate in enjoyable and challenging physical activities

2.5 Participate in cardiorespiratory fitness activities applying the FITT principles

### Suggested Assessments

**Five for Life Advanced Manual**

3.11-3.12 Student Assessment
Cardiorespiratory System for Life

Week 2 and 3
4.92-4.93 Student Assessment of Heart Health Pyramid
4.112 Steps for Life Student Assessment

### Key Vocabulary

Cardiorespiratory Endurance
FITT Principle
Frequency
Intensity
Maximum Heart Rate
Time
Type

---

**FITNESS**

Muscular Strength, Muscular Endurance and FITT Principle
Skeletal and Muscular Systems

### Sample Essential Question(s):

- What is Muscular Strength?
- What is Muscular Endurance?
- How do my muscles work?
- How can I get stronger?
- What is the FITT Principle?
- How is the FITT Principle applied to Muscular Strength?
- How is the FITT Principle applied to Muscular Endurance?
- What are the major bones of the body?
- Why do I need my bones?
- How can I keep my bones healthy and strong?
- What are the major muscles of the body?

### Content Standards

2.1 Participate in moderate to vigorous physical activity at least 4 days each week.

2.2 Participate in enjoyable and challenging physical activities that develop and

### Performance Standard Measures

(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)

**Students Demonstrate**

### Instructional Support

Supplemental Materials
Correlation: Handouts
maintain the five components of physical fitness.

2.5 Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.

<table>
<thead>
<tr>
<th><strong>Students Know (content)</strong></th>
<th><strong>Students are Able to Do (skill)</strong></th>
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<tr>
<td>2.1 Define and identify moderate to vigorous physical activity (MVPA)</td>
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<td>2.2 Define and identify activities that develop and maintain the five components of physical fitness</td>
<td>2.2 Participate in enjoyable and challenging physical activities</td>
</tr>
<tr>
<td>2.2 Define and identify muscular strength and muscular endurance</td>
<td>2.5 Participate in muscular strength and muscular endurance fitness activities applying the FITT principles</td>
</tr>
<tr>
<td>2.5 Define and identify the training principles of Frequency, Intensity, Time, Type for muscular strength and for muscular endurance</td>
<td></td>
</tr>
<tr>
<td>2.5 Define and identify major muscle groups</td>
<td></td>
</tr>
<tr>
<td>2.5 Define and identify major bones</td>
<td></td>
</tr>
</tbody>
</table>

**Knowledge and Skill**

**Key Assignments/ Assessments**

*Five for Life Advanced Manual*

3.37-3.38 Student Assessment of Bones and Muscles

**Suggested Assignments**

*Five for Life Intermediate Manual*

1.61 – 1.63 FITT Principle M.S. and M.E. (Review)

1.64 – 1.65 Curl-up Check (also can do Push-up Check)

1.10 – 1.11 Bone Circuit

3.14 – 3.16 Excavation Relay

3.31 – 3.34 Muscle Circuit

3.37- 3.39 Score 4 for Life

*Five for Life Advanced Manual*

3.29-3.34 Bone Muscle Joint I.D. Circuit

3.35- 3.36 RICE Relay

4.5 – 4.6 Functional Training Miming and Describing

4.12 – 4.14 Pillar of Human Movement Circuit

**Key Vocabulary**

**Muscles Vocabulary:**

- Abdominals
- Biceps
- Deltoids
- Gastrocnemius
- Gluteals
- Hamstrings
- Latissimus Dorsi
- Muscles
- Pectorals
- Quadriceps
- Trapezius
- Triceps

**Bones Vocabulary**

- Clavicle
- Cranium
- Extension
- Femur
- Fibula
- Flexion
- Humerus
- Joints
- Osteoporosis
- Patella
- Pelvis
- Radius
- Ribs
- Scapula
- Sternum
- Tibia
- Ulna
- Vertebrae

See page 3.29 of Intermediate Five for Life for definitions.
Goal Setting for Life

| 2 Weeks | Weeks 15-16 of School |

Sample Essential Question(s):

**What are goals?**
**Why is goal setting important?**

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Performance Standard Measures</th>
<th>Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.</td>
<td><strong>Students Demonstrate Knowledge and Skill</strong></td>
<td>Supplemental Materials Correlation:</td>
</tr>
<tr>
<td>2.5 Justify the use of particular physical activities to achieve desired fitness goals.</td>
<td><strong>Key Assignments/Assessments</strong></td>
<td>Handouts</td>
</tr>
<tr>
<td>2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.</td>
<td><em>Five for Life Advanced Manual</em></td>
<td><em>Five for Life Advanced Manual</em></td>
</tr>
</tbody>
</table>

**Students Know (content)**

Healthy Fitness Zones for age and gender.

Scientific protocol to assess oneself on the five components of fitness.

**Students are Able to Do (skill)**

Participate in MVPA at least 4 days each week

Participate in enjoyable and challenging physical activities

Participate in flexibility activities applying the FITT principles

<table>
<thead>
<tr>
<th>Performance Standard Measures</th>
<th>Reflects rigor and integration of CTE Foundation Standards and may vary by SLC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.156-4.160 Five for Life Advanced FITT Fitness Plan</td>
</tr>
</tbody>
</table>

Review/Finals

| 2 Weeks | Weeks 17-18 of School |

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Performance Standard Measures</th>
<th>Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of content standards covered first semester.</td>
<td><strong>Students Demonstrate Knowledge and Skill</strong></td>
<td>Supplemental Materials Correlation:</td>
</tr>
<tr>
<td>3.5 Evaluate and refine personal goals to improve performance in physical activities</td>
<td></td>
<td>Handouts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Standard Measures</th>
<th>Reflects rigor and integration of CTE Foundation Standards and may vary by SLC</th>
<th>Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.M.A.R.T. Goals</td>
<td>4.149-50 Goal Setting for Life Student Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.151 The Five for Life Program S.M.A.R.T. Goal Setting Strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.161 Goal Setting For Life Reflection Sheet</td>
<td></td>
</tr>
</tbody>
</table>
**FITNESS**

Body Composition and Nutrition

### Sample Essential Question(s):

- What is body composition?
- Is fat good for you?
- How do cardiorespiratory endurance and muscular strength affect body composition?
- How does body composition relate to health, performance, and appearance?
- How does one apply the FITT Principle for muscular strength and cardiorespiratory endurance in their activity to maintain or improve body composition?
- What does diet really mean?
- How can I tell what nutrients are in the food I eat?
- How does eating the correct daily amounts of foods affect my long-term health?

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Performance Standard Measures</th>
<th>Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Know (content)</td>
<td>Body Composition Five for Life Advanced Manual 1.29 Reflective Questions 1-3</td>
<td>Handouts: Five for Life Advanced Manual</td>
</tr>
<tr>
<td>Know scientifically based data and protocols to assess oneself on physical fitness</td>
<td>2.1 Participate in MVPA at least 4 days each week</td>
<td>Body Composition 1.26 Body Composition Explanation</td>
</tr>
<tr>
<td>Develop and describe a physical fitness plan</td>
<td>2.2 Participate in challenging physical activities using the principles of exercise to meet individual needs and interests.</td>
<td>Nutrition 2.17-18 Nutrition Introduction</td>
</tr>
<tr>
<td>Students are Able to Do (skill)</td>
<td>Five for Life Intermediate Manual 1.96-1.99 Body Composition and the FITT Principle</td>
<td>Healthy Habits 2.3 Activity Log Student Introduction</td>
</tr>
<tr>
<td></td>
<td>Nutrition Five for Life Advanced Manual 2.20 Nutrition Log</td>
<td><strong>Key Vocabulary</strong> See pages 1.89 and 2.6 of Intermediate Five for Life Manual for definitions</td>
</tr>
</tbody>
</table>
2.2 Participate in activities to improve body composition by applying the FITT principles

2.9 Analyze a food label to determine nutritional value, serving size, calories, nutrients, and percent of daily value

**Suggested Assignments**

**Five for Life Advanced Manual**

- Body Composition
  - 1.27 Energy In/Energy Out
  - 1.28-29 Healthy Body Card Game

- Nutrition
  - 2.25 Advance Meal Planner
  - Healthy Habits for Life
  - 2.6 Five for Life Activity Diamond
  - 2.9 Activity Log
  - 2.46 Hydration Log
  - 2.49 Hydration Relay

- Food log
  - Food choices: healthy versus unhealthy
  - Influences on food choices: social, economic, cultural

**Manual**

- 2.13 Activity Log Assessment
- 2.51 Hydration Assessment

**Body Composition:**
- FITT Principle
  - Frequency
  - Intensity
  - Time
  - Type

**Nutrition:**
- Calorie
- Carbohydrate
- Daily Amounts
- Diet
- Discretionary Calorie Allowance
- Fat
- Food Label
- Food Measurements (Cups, Ounces)
- Food Pyramid
- Gram
- Healthy Eating
- Variety
- Proportionality
- Moderation
- Macronutrients
- Minerals
- Nutrients
- Percent Daily Value
- Portion Size
- Protein
- Vitamins

---

### Wellness

**Evaluate Community Fitness Resources/**

<table>
<thead>
<tr>
<th>Evaluate Consumer Fitness Products/ Programs</th>
<th>4 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weeks 23-26 of school</td>
</tr>
</tbody>
</table>

**Sample Essential Question(s):**

Where can I participate in physical activities and improve my fitness in the community?

How do I know if a physical fitness product or program has value for me?

How does physical activity prevent disease and reduce health care costs?

---

### Content Standards

2.8 Explain how to evaluate consumer physical fitness products and programs

2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance

---

### Performance Standard Measures

(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)

**Students Demonstrate Knowledge and Skill**

**Key Assignments/**

---

### Instructional Support

**Supplemental Materials**

**Correlation:**

**Key Vocabulary**
### 2.10 Evaluate the availability and quality of fitness resources in the community

<table>
<thead>
<tr>
<th>Students Know (content)</th>
<th>Students are Able to Do (skill)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.10 Resources to participate in physical activities in the school and community</td>
<td>2.10 List resources to participate in fitness and other physical activities in the community</td>
</tr>
<tr>
<td></td>
<td>2.8 Analyze fitness products</td>
</tr>
<tr>
<td></td>
<td>2.8 Analyze fitness programs</td>
</tr>
</tbody>
</table>

#### Assessments

- **Suggested Assignments**
  - Research consumer fitness resources
  - Research consumer fitness products
  - Research consumer fitness programs

- **Assessments**
  - List and evaluate community fitness resources
  - Evaluate select consumer fitness products
  - Evaluate select consumer fitness programs – commercial national programs and programs in community

### FIT  
Fitness Testing

| Occupational Fitness/Risks of Physical Activity in Extreme Environments |
| Role of Physical Activity in Prevention of Disease |

### 4 Weeks

<table>
<thead>
<tr>
<th>Weeks 27-30 of school</th>
</tr>
</thead>
</table>

#### Sample Essential Question(s):

### Content Standards

| 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the health-related standards as established in the State-mandated fitness tests. |
| 2.4 Assess physical fitness levels and adjust physical activity to accommodate for changes in age, growth, and development. |
| 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future |

#### Performance Standard Measures

*(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)*

**Students Demonstrate Knowledge and Skill**

#### Key Assignments

- Five for Life Advanced Manual
- 2.6 Five for Life Activity Diamond
- 2.9 Activity Log

### Instructional Support

#### Supplemental Materials Correlation:

#### Key Vocabulary

See Glossary for definitions
3.6 Identify the effects of age, gender, ethnicity, socioeconomic status, and culture on physical activity preferences and participation.

<table>
<thead>
<tr>
<th>Students Know (content)</th>
<th>Students are Able to Do (skill)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4 Assess physical fitness levels and adjust physical activity to accommodate for changes in age, growth, and development.</td>
<td>2.6 Develop and describe a physical fitness plan that enhances personal fitness levels and adjust physical activity for changes in age, growth, and development.</td>
</tr>
</tbody>
</table>

**Assessments**

*Five for Life Advanced Manual*

2.13 Activity Log Assessment

---

**FITNESS**

**One Month Fitness Plan**

**4 Weeks**

**Weeks 31-34 of School**

**Sample Essential Question(s):**

**Content Standards**

2.7 Develop and implement an appropriate personal physical fitness program for a family and/or community member.

3.7 Explain how to select and modify physical activities to allow for participation by children, elderly, and those with special needs.

<table>
<thead>
<tr>
<th>Students Know (content)</th>
<th>Students are Able to Do (skill)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to design a fitness plan to meet individual personal fitness needs</td>
<td>How to implement a fitness plan to meet personal fitness needs</td>
</tr>
</tbody>
</table>

**Performance Standard Measures**

(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)

**Students Demonstrate Knowledge and Skill**

<table>
<thead>
<tr>
<th>Key Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Month Fitness Plan – Develop One Week Practice Plan</td>
</tr>
<tr>
<td>Implement One Week Practice Plan</td>
</tr>
</tbody>
</table>

**Assessments**

Prepare a one-month fitness plan for another person, based on their individual health-related fitness needs and activity interests.

**(Directions and template)**

**Instructional Support**

**Supplemental Materials**

**Correlation:**

**Key Vocabulary**

See Glossary for definitions
Plan must include:
- 4 weeks of activities
- components of fitness identified for each activity
- FITT identified for each activity
- principles of training applied
- progression, overload
- narrative of rationale for choice of activities

<table>
<thead>
<tr>
<th>Suggested Assignments</th>
</tr>
</thead>
</table>

**FITNESS**

**Finals and Goal Setting**

**2 Weeks**

Weeks 35-36 of School

**Sample Essential Question(s):**

<table>
<thead>
<tr>
<th>Content Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4 Use physical fitness test results to set and adjust goals to improve fitness.</td>
</tr>
<tr>
<td>2.5 Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.</td>
</tr>
</tbody>
</table>

**Students Know** (content)  **Students are Able to Do (skill)**

<table>
<thead>
<tr>
<th>Performance Standard Measures</th>
</tr>
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<tbody>
<tr>
<td>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</td>
</tr>
<tr>
<td><strong>Students Demonstrate Knowledge and Skill</strong></td>
</tr>
<tr>
<td><strong>Key Assignments/Assessments</strong></td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
</tr>
<tr>
<td>4.163 Five for Life Health, Performance &amp; Appearance s.M.A.R.T. Goals</td>
</tr>
<tr>
<td>Final Test – Use prominent questions from each assessment covered through the year from the Five for Life Advanced Manual</td>
</tr>
</tbody>
</table>

**Suggested Assignments**

**MOVEMENT SKILLS AND KNOWLEDGE**

**Individual and Dual Activities**

Select *three or more* of the following activities: Badminton; Disc Golf; Golf; (wall) Handball; Paddle Tennis; Pickleball; Tennis; Track

**6 – 12 weeks**
**Sample Essential Question(s):**

How does learning and participating in (select individual/dual activity) contribute to good health?

What are the critical skills of (the selected individual/dual activity)? Why are they important to (select individual/dual activity)?

How do I improve my skills in (select individual/dual activity)?

What are the critical concepts and strategies of participating in (select individual/dual activity) and how does one apply them?

What types of fitness are required to be proficient at (select individual/dual activity)?

What and where are the opportunities to participate in (select individual/dual activity)?

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Performance Standard Measures</th>
<th>Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Combine, and apply movement patterns to progress from simple to complex in Individual and Dual Activities.</td>
<td><strong>Students Demonstrate Knowledge and Skill</strong></td>
<td></td>
</tr>
<tr>
<td>1.2 Demonstrate proficient movement skills in: Individual and Dual Activities.</td>
<td><strong>Key Assignments/Assessments</strong></td>
<td></td>
</tr>
<tr>
<td>1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in Individual and Dual Activities.</td>
<td><strong>Suggested Assignments</strong></td>
<td></td>
</tr>
<tr>
<td>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in individual and dual activities.</td>
<td><strong>Supplemental Materials Correlation:</strong></td>
<td></td>
</tr>
<tr>
<td>1.5 Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in Individual and Dual Activities.</td>
<td><strong>Key Vocabulary</strong></td>
<td></td>
</tr>
<tr>
<td>1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.</td>
<td>See Glossary for definitions</td>
<td></td>
</tr>
</tbody>
</table>
1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in Individual and Dual Activities.

1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in Individual and Dual Activities.

1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in Individual and Dual Activities.

1.10 Analyze specific situations to determine appropriate performance strategies in individual and dual activities.

1.11 Assess the effect/outcome of a specific performance strategy in Individual and Dual Activities.

1.12 Demonstrate independent learning of movement skills.

**Students Know (content)**

**Students are Able to Do (skill)**

---

**MOVEMENT SKILLS AND KNOWLEDGE**

**Aquatics**

4 – 6 weeks

**Sample Essential Question(s):**

How does learning and participating in aquatic activities contribute to good health?

What are the critical skills of aquatics and why are they important?

What are advanced skills in aquatics?

How can I improve my skills in aquatics?

What are the critical concepts and strategies of participating in aquatics activities, and how are they applied?

What types of fitness are required to be proficient at aquatics?
What and where are the opportunities to participate in aquatics in the community?

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Performance Standard Measures</th>
<th>Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Combine, and apply movement patterns to progress from simple to complex in</td>
<td><em>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</em></td>
<td><strong>Supplemental Materials Correlation:</strong></td>
</tr>
<tr>
<td>aquatics.</td>
<td></td>
<td>Contact local Red Cross chapter for information on the following guides</td>
</tr>
<tr>
<td>1.2 Demonstrate proficient movement skills in: Aquatics.</td>
<td></td>
<td><strong>The American Red Cross Swimming and Diving Skills DVD</strong></td>
</tr>
<tr>
<td>1.3 Identify, explain, and apply the skill-related components of balance, reaction</td>
<td></td>
<td>ISBN 1-58480-190-5</td>
</tr>
<tr>
<td>time, agility, coordination, explosive power, and speed that enhance performance</td>
<td></td>
<td>Check out from PE Curriculum Leader, Health and PE Office</td>
</tr>
<tr>
<td>levels in aquatics.</td>
<td></td>
<td><strong>The American Red Cross Water Safety Handbook, American Red Cross</strong></td>
</tr>
<tr>
<td>1.5 Explain, apply and evaluate the appropriate use of the biomechanical principles</td>
<td></td>
<td>Includes easy-to-remember safety tips for pools, spas, water parks, lakes, rivers,</td>
</tr>
<tr>
<td>of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve</td>
<td></td>
<td>oceans and more.</td>
</tr>
<tr>
<td>advanced performance in aquatics.</td>
<td></td>
<td><strong>The American Red Cross Swimming and Water Safety Manual, American Red Cross.</strong></td>
</tr>
<tr>
<td>1.6 Explain the interrelationships among physical, emotional, cognitive, and</td>
<td></td>
<td>A complete guide to swimming, diving and water safety. It includes information on the</td>
</tr>
<tr>
<td>scientific factors that affect performance.</td>
<td></td>
<td>history of swimming, competitive activities, hydrodynamics, stroke mechanics, general</td>
</tr>
<tr>
<td>1.7 Analyze and evaluate information received from self, others, and the</td>
<td></td>
<td>water safety. It includes information on the history of swimming, competitive activities,</td>
</tr>
<tr>
<td>performance, of complex motor (movement) activities that leads to improved</td>
<td></td>
<td>hydrodynamics, stroke mechanics, general water safety, disabilities and other conditions,</td>
</tr>
<tr>
<td>performance in aquatics.</td>
<td></td>
<td>fitness and training.</td>
</tr>
<tr>
<td>1.8 Analyze and explain which training and conditioning practices have the greatest</td>
<td></td>
<td><strong>Water Polo Lesson Plans from USA Water Polo</strong></td>
</tr>
<tr>
<td>impact on skill acquisition and performance in aquatics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students Know</strong>&lt;br&gt;<strong>(content)</strong></td>
<td><strong>Students are Able</strong>&lt;br&gt;<strong>to Do (skill)</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1.2 Water safety, rules, and etiquette of aquatic activities</td>
<td>Demonstrate proficient swimming skills:</td>
<td></td>
</tr>
<tr>
<td>1.2 History of aquatics</td>
<td>Breathing and relaxation techniques</td>
<td></td>
</tr>
<tr>
<td>1.5 Analyze body types in relation to floating techniques</td>
<td>Floating (jellyfish float, prone float, back float)</td>
<td></td>
</tr>
<tr>
<td>1.7 Apply principles of resistance to enhance performance</td>
<td>Gliding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gliding and kicking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Swim Stroke skills <strong>Beginning:</strong> Front crawl, elementary backstroke, backstroke</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Advanced:</strong> Sidestroke, breaststroke, butterfly, treading water, diving, flip turns, water sports, basic lifesaving techniques and drown proofing</td>
<td></td>
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<tr>
<td></td>
<td>Water aerobics</td>
<td></td>
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<tr>
<td></td>
<td>Lap swimming</td>
<td></td>
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<tr>
<td></td>
<td>Using kickboard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Treading water</td>
<td></td>
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<tr>
<td></td>
<td>Resistance training</td>
<td></td>
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<tr>
<td></td>
<td>Water polo</td>
<td></td>
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<tr>
<td></td>
<td>Deep water exercises</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dry land techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Entering water off of diving board</td>
<td></td>
</tr>
</tbody>
</table>

**Students Demonstrate Knowledge and Skill**

**Key Assignments/ Assessments**

I. Finals and Deep end test (Suggested no grade below C with >80% Water time)
   a. Shallow end Test
      i. Kickboard – 25 yards no bottom (1 touch = B, 2 = C, etc.)
      ii. Streamline Kick – 25 Yards no bottom (1 touch = B, 2 = C, etc.)
      iii. Catch-up – 5 points (Stream line off wall, Off bottom, Head down, Hands touch out in front, breath to side)

**Key Vocabulary**

See Glossary for definitions
iv. Freestyle – 5 Points (Stream line off wall, Off bottom, Head down, continuous arms, breath to side)

b. Deep end Test (Lifeguarded)
   i. 17 Yard deep end swim
   ii. Jump from deck to 10 yard swim
   iii. Jump from board or deck to 20 yard swim
   iv. 3 min tread water

Suggested Assignments
Swimming Progression

I. Face in Water
   c. Use wall
   d. Standing

II. Submerge body under water (Buoyancy).
   a. Pick up ring
   b. Sit on bottom. (Let out air in lungs) – Students will tend to float. Tie into next step. (30 sec to 1:00)

III. Float (Front and back)
   a. Face down sprawl float. (30 sec) use wall if needed to start or partner.
   b. Back Float with a partner or wall
   c. Back Float (30 sec to 1:00)

IV. Kicking
   a. Flutter kick against the wall (15 sec on 15 sec off. Then build time to 45 sec.

V. Width Progression
   a. Kickboard kicking
   b. Catch-up free with kickboard
   c. Streamline kick
   d. Streamline kick with breath stroke (breath air out until breath is needed)
   e. Catch-up Free
   f. Catch-up Free with Breath.
   g. Continuous Freestyle
      i. Head/Body/Hands/Feet
         1. Water line at mid forehead just above eyebrows
         2. Eyes looking forward
         3. Flat hands entering in front of head.
         4. Fingers and hands reach forward.
         5. Hour glass shape for stroke finishing at thigh.
         6. Flutter kick with toes pointed behind the body.
   h. Drills for Stroke technique
i. Catch-up (or variations based on kick count)  
ii. Finger drag  
iii. Thumb drag  

i. Alternate Strokes  
   i. Backstroke  
   ii. Breaststroke  
   iii. Butterfly  
   iv. Others (Elementary Back, side stroke)

VI. 25 Yard progression  
a. Teach etiquette of swimming in lanes.  
   i. Even numbers in lanes  
   ii. Swim fastest to slowest  
   iii. Leave 10 sec space between swimmers.  
   iv. Move to the left as you finish to let other swimmers complete lap.  
b. Work-outs - Build to 8 x 25s on interval of each section  
   i. Kickboard  
   ii. Streamline Kick  
   iii. Catchup  
   iv. Drills  
   v. Freestyle  
   vi. Alternate Strokes

**MOVEMENT SKILLS AND KNOWLEDGE**  
Rhythms and Dance  

| 3 weeks |

**Sample Essential Question(s):**  
(Substitute the particular rhythms/dance that students’ learned within these questions)

How does learning and participating in rhythms and dance contribute to good health?  

What are the critical skills of rhythms and dance?  

What are the critical concepts and strategies of participating in rhythms and dance and how does one apply them?  

What types of fitness are required to be proficient in rhythms and dance?  

What and where are the opportunities to participate in rhythms and dance?  

How can I improve my performance in rhythms and dance?

**Content Standards**

1.1 Combine, and apply movement patterns to progress from simple to complex in Dance/Rhythms.  
1.2 Demonstrate proficient movement skills in: Dance/Rhythms.  
1.3 Identify, explain, and apply the skill-related components of balance, reaction time,

**Performance Standard Measures**  
(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)  

**Students Demonstrate Knowledge and Skill**  

**Key Assignments/  

**Instructional Support**

**Supplemental Materials**

Correlation:  

Equipment: CD’s or MP3’s with
agility, coordination, explosive power, and speed that enhance performance levels in Dance/Rhythms.

1.5 Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in Dance/Rhythms.

1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in Dance/Rhythms.

1.11 Assess the effect/outcome of a specific performance strategy in Dance/Rhythms.

1.12 Demonstrate independent learning of movement skills.

<table>
<thead>
<tr>
<th>Students Know (content)</th>
<th>Students are Able to Do (skill)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain, apply and evaluate the appropriate use of the biomechanical principles</td>
<td>Learn and demonstrate fundamental dance movements</td>
</tr>
<tr>
<td>Social dance etiquette</td>
<td>Perform a variety of dances: folk, country, social and creative dances</td>
</tr>
</tbody>
</table>

**Assessments**

**Suggested Assignments**

CD's:
- *International Folk Dance* from Wagon Wheel Records
  (All departments received from Health/PE Office in 2001.)
- *Fun Dances for Everyone* from Wagon Wheel Records
  (All departments received from Health/PE Office in 2002.)
- *Folk Dances Around the World* from Wagon Wheel Records
  (All departments received from Health/PE Office in 2002.)

Books:
- *Dance A While: Handbook for Folk, Square, Contra, and Social Dance*
  Allyn/Bacon, 2000; Professional Library Code 793.3 HAR

Videos:
- *Multicultural Folk Dance Treasure Chest, Volume 1 and Volume 2*
- *Professional Video Library at OMS: VC 7010 and VC 7011*
- *Christy Lane’s Complete Guide to Line Dancing, Professional Video Library at OMS: VC 7012*

**Key Vocabulary**

**Dance form:** There are four main forms of recreational dance.

1. **Individual:** The oldest form of recreational dance. Dancers can be
randomly spread over the dance area or in a loose circle. Each dancer is independent of the others on the floor.

2. Circle or line: Dancers are linked together in some fashion; held hands, shoulders or each other’s sashes.

3. Formation or set: Dances done in contra lines (parallel lines facing partners), squares or prescribed number of couples in circles.

4. Couple: The latest form of recreational dance. This term refers to a closed position couple, which rotates as a single unit as it revolves around the floor.

Folk dance: The old term for traditional, recreational dance. Also called ethnic dance, world dance and multicultural dance.

Line of direction: Refers to the counterclockwise direction of movement of dancers around the circle.
### KEY ASSIGNMENTS:

| Content-based Activities that illustrate the level of rigor expected | Physical Education Fitness Assessment  
Students complete an individual Fitnessgram record, with pre- and post-test scores, Healthy Fitness Zone comparisons, goals, and goals met. Students monitor their fitness throughout the year through regular assessments of the Fitnessgram test items and by recording their scores on the Fitness Assessment Log. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Written Assignments</td>
<td>Students develop a comprehensive one-month personal fitness plan, based on their own personal health-related fitness assessments and goals. The plan must include activities to maintain/improve the five components of health-related fitness, must identify the component of fitness addressed by each activity, apply the principles of training (progression, overload, specificity, and regularity), and provide rationale why the plan is appropriate to improve their individual fitness.</td>
</tr>
<tr>
<td>Unit Assessments</td>
<td>In addition to movement skills’ assessments, there are written quizzes over each of the identified fitness units: Five Components of Fitness; Principles of Training; Cardiorespiratory and FITT Principle; Muscular Strength and Endurance and FITT Principle; Skeletal System; Muscular System; Flexibility and the FITT Principle; Body Composition; and Nutrition. These quizzes are in the Intermediate Five for Life Manual and listed in each of the FITNESS units in the course outlines.</td>
</tr>
<tr>
<td>Comprehensive Semester Finals</td>
<td>In addition to movement skills assessments, students take a comprehensive written test over the fitness cognitive concepts learned during that semester, with questions from the fitness unit tests.</td>
</tr>
</tbody>
</table>
| Projects-Quad D and Service Learning | **Performance Based Assessments (Projects)**  
**Service Learning**  
Service Learning activities involve research, preparation, action/demonstration, and reflection of experiential applications of the content and will be credited toward the district’s 40-hour Service Learning requirement for a High School diploma. Students are expected to complete a Service Learning activity with a minimum of 5 hours, prior to the completion of this course. The learning (any products developed, reflection on the service) will be graded by the instructor; the service itself will not be graded or judged. In addition to the Physical Education Standards, student work demonstrates CTE Foundation Standards listed in the Course Outline. |
<table>
<thead>
<tr>
<th>Assessment/Assignments</th>
<th>Not Proficient 1</th>
<th>Partial Proficient 2</th>
<th>Proficient 3</th>
<th>Advanced Proficient 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graded Student Assessments</strong></td>
<td>Rubric average is a 1 or less than 60%</td>
<td>Rubric average is a 2 or 60% - 69%</td>
<td>Rubric average is a 3 or 70% - 84%</td>
<td>Rubric average is a 4 or 85% - 100%</td>
</tr>
</tbody>
</table>
| Physical Education Fitness Assessment (Individual Fitnessgram Record, with Pre- and Post-Test Scores, Healthy Fitness Zone Comparisons, Goals, and Goals Met) | Minimal Completion | Partially Complete | Mostly Complete | Complete, with accurate scores, comparisons to health-related standards, and reasonable goals for improvement  
See Appendix |
| **Fitness Plan** (A one month personal fitness plan with warm-up, fitness components and cool down, FITT guidelines and principles of training.) | Plan Minimally Complete | Plan Partially Complete | Plan includes almost all components | A complete plan includes: a variety of activities; all fitness components; component and activity correctly linked; amount of time per day; target heart rate; parent signature to verify.  
See Appendix |
| **One Month Activity Journal** | Includes all of the components for one week | Includes all of the components for two weeks | Includes all of the components for three weeks | A complete physical activity log includes health-enhancing activities, the activity and time for each activity period, 180 minutes or more a week, 3 or more days a week, parent signature verification for each week.  
See Appendix |
| Demonstration of skill or skill combinations | Student demonstrates minimal or no critical elements of the skill | Student demonstrates some of the critical elements of the skill | Student demonstrates most of the critical elements of the skill | Student clearly and consistently demonstrates all critical elements of the skill |
| Cognitive Concepts | Student demonstrates little or no evidence of concept knowledge | Student demonstrates some evidence of concept knowledge | Student demonstrates evidence of concept knowledge | Student clearly and consistently demonstrates concept knowledge |
INSTRUCTIONAL METHOD AND/OR STRATEGIES:
A variety of instructional strategies will be utilized to accommodate all learning styles:

Physical Education-specific Methods:
1. Demonstrations
2. Lectures, audiovisuals, discussion groups
3. Readings from text, articles, fitness product labels and advertisements, and valid internet sites
4. Demonstrations with instructional props and realia
5. Presentations by approved guest speakers

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<table>
<thead>
<tr>
<th>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipatory Set</td>
</tr>
</tbody>
</table>

Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

<table>
<thead>
<tr>
<th>COVERT</th>
<th>OVERT (Oral)</th>
<th>OVERT (Written)</th>
<th>OVERT (Gestures)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recall</td>
<td>• Think (Write)/Pair/Share</td>
<td>• Restate in Notes</td>
<td>• Hand Signals</td>
</tr>
<tr>
<td>• Imagine</td>
<td>• Idea Wave</td>
<td>• Response Boards</td>
<td>• Model with Hand Motions</td>
</tr>
<tr>
<td>• Observe</td>
<td>• Choral Response</td>
<td>• Graphic Organizers</td>
<td>• Stand up/ Sit down</td>
</tr>
<tr>
<td>• Consider</td>
<td>• Give One, Get One</td>
<td>• Folded Paper</td>
<td>• Point to Examples</td>
</tr>
<tr>
<td>• Socratic Seminar</td>
<td>• Cooperative Discussion Groups</td>
<td>• Ticket Out of Class</td>
<td></td>
</tr>
</tbody>
</table>

Diverse learning styles may be addressed by implementing combinations of the following:

<table>
<thead>
<tr>
<th>Significant, Proven Strategies for ALL Physical Education Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Personal Physical Fitness Assessments</td>
</tr>
<tr>
<td>• Short/Long-term projects</td>
</tr>
</tbody>
</table>

Reading Strategies in Physical Education

<table>
<thead>
<tr>
<th>SDAIE Strategies for English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lower the Affective Filter (including Processing Time)</td>
</tr>
<tr>
<td>• Tapping/Building Prior Knowledge (Graphic Organizers, Schema)</td>
</tr>
<tr>
<td>• Acquisition Levels</td>
</tr>
<tr>
<td>• Language Sensitivity</td>
</tr>
<tr>
<td>• Grouping Strategies</td>
</tr>
<tr>
<td>• Home/School Connection (including Cultural Aspects)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Strategies in Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Vocabulary Development (including conceptual and non-linguistic components)</td>
</tr>
<tr>
<td>• Anticipation Guides</td>
</tr>
<tr>
<td>• Pre-teaching</td>
</tr>
<tr>
<td>• Pre-reading</td>
</tr>
<tr>
<td>• Text Structures</td>
</tr>
</tbody>
</table>
### Strategies for Students with Disabilities

- IEP Accommodations (refer to student’s IEP document or IEP summary sheet)
- Curricular Adaptations (e.g., quantity, input, participation, time, level of difficulty, level of support, output, substitute curriculum, alternate goals)
- Think Alouds
- Small Group Instruction / Learning Centers

*Please note that these strategies often overlap and should not be limited to specifically defined courses or student populations*

### Differentiation for Advanced Learners

- Curriculum Compacting
- Acceleration
- Depth and Complexity
- Tiered Assignments
- Flexible Grouping
- Independent Study

### SUPPLEMENTAL INSTRUCTIONAL MATERIALS:

In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students.

#### Textbook Support Resources:

**Additional Supplementals:**

- Focused Fitness, Five for Life Intermediate Manual
- Focused Fitness, Five for Life, Advanced Manual

#### RESOURCES

**ASSESSMENT METHODS AND/OR TOOLS:**

Student achievement in this course will be measured using multiple assessment tools including but not limited to:

#### Suggested Evaluation Tools:

<table>
<thead>
<tr>
<th>Source</th>
<th>Diagnose</th>
<th>Monitor</th>
<th>Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Developed Assessments</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education Fitness Assessment</td>
<td>Pre-test</td>
<td>Ongoing fitness assessments</td>
<td>Post-test, healthy fitness zone comparisons</td>
</tr>
<tr>
<td>(Individual Fitnessgram Record, with Pre- and Post- Test Scores, Healthy Fitness Zone Comparisons, Goals, and Goals Met)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fitness Plan (A one month personal fitness plan with warm-up, fitness components and cool down, FITT guidelines and principles of training.)</td>
<td>Fitness cognitive concepts tests Daily plan</td>
<td>Activity log Journal of Physical Activity</td>
<td>Two-week and one month plan</td>
</tr>
<tr>
<td>Fitness Assessment Monitoring Card</td>
<td>Pre-test recorded on card, set goal</td>
<td>Regularly re-assess fitness tests and record on fitness assessment monitoring card. Adjust goals based on performance</td>
<td>Completed fitness assessment monitoring card for each quarter</td>
</tr>
<tr>
<td>One Month Activity Journal</td>
<td>Five for Life Cognitive Tests Activity Log</td>
<td>Activity Log</td>
<td>One month log of physical activity</td>
</tr>
<tr>
<td>Demonstration of skill or skill combinations</td>
<td>Movement skill pre-tests</td>
<td>Assessments/observations of movement skills during activity, i.e., during drills/games.</td>
<td>Performance based assessment items, rubric-based assessments of movement skills</td>
</tr>
</tbody>
</table>
### Partner feedback/peer assessment of movement skills

|--------------------|----------------------------------------------------------|

### Teacher Developed Assessments

| Pre-tests | Movement skills check-off lists | Journals | Activity Logs | Peer and cooperative group assignments | Short response items | Written reports | Teacher Observation | Written tests over cognitive concepts of fitness and of movement skills | Reflections | Activity logs | Fitness monitoring |

### PERFORMANCE STANDARDS:
Defines how good is good enough on which measures to demonstrate achievement of content standards.

#### District Performance Standards:
The Long Beach Unified School District has common assessments and key assignments that are required for Physical Education. The Performance Standard Criteria for district-wide and classroom setting are shown in the table below.

<table>
<thead>
<tr>
<th>Assessment/Assignments</th>
<th>Not Proficient</th>
<th>Partial Proficient</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graded Student Assessments</td>
<td>Rubric average is a 1 or less than 60%</td>
<td>Rubric average is a 2 or 60% - 69%</td>
<td>Rubric average is a 3 or 70% - 84%</td>
<td>Rubric average is a 4 or 85% - 100%</td>
</tr>
</tbody>
</table>

#### Classroom Performance Standards:
The objective of instruction is to help all students achieve at or above the Proficient Level and receive a C or better in the course. Performance level is determined by the average of the assessments or assignments.

<table>
<thead>
<tr>
<th>Graded Student Work</th>
<th>Not Proficient</th>
<th>Partial Proficient</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubric Avg. of 1 or less than 60%</td>
<td>Rubric Avg. of 2 or 60% - 69%</td>
<td>Rubric Avg. of 3 or 70% - 84%</td>
<td>Rubric Avg. of 4 or 85% - 100%</td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Grade Weighting:

| Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities. | 20 - 40% |
| Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. | 40 - 60% |
| Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity. | 20 - 30% |

### STANDARD GRADING SCALE:

| Advanced Proficient | A | 90 – 100% |
| Proficient          | B | 80 – 89%  |
| Partial Proficient  | C | 70 – 79%  |
| Not Proficient      | D | 60 – 69%  |
|                     | F | 0 – 59%   |

Submitted by: Joan Van Blom
School/Office: Health and Physical Education
Original Date: June, 2010
Revised Board Date: 2/15/11
# FITNESS ASSESSMENT LOG

Name______________________________ #__________
(Last name, first name)

<table>
<thead>
<tr>
<th>Period</th>
<th>DATE mm/dd/yr</th>
<th>MILE TIME</th>
<th>CURL-UPS</th>
<th>PUSH-UPS</th>
<th>BODY MASS INDEX</th>
<th>FLEXIBILITY</th>
<th>TRUNK LIFT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Height</td>
<td>Weight</td>
<td></td>
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</tr>
</tbody>
</table>

## PRE-TEST

## GOAL

## POST-TEST

# FITNESS ASSESSMENT LOG

Name______________________________ #__________
(Last name, first name)

<table>
<thead>
<tr>
<th>Period</th>
<th>DATE mm/dd/yr</th>
<th>MILE TIME</th>
<th>CURL-UPS</th>
<th>PUSH-UPS</th>
<th>BODY MASS INDEX</th>
<th>FLEXIBILITY</th>
<th>TRUNK LIFT</th>
</tr>
</thead>
<tbody>
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<td>Height</td>
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</tbody>
</table>

## PRE-TEST

## GOAL

## POST-TEST
Compare your scores to the Healthy Fitness Zones. In the HFZ column, put a Y if your score is in the HFZ, and an N if not in the HFZ.

<table>
<thead>
<tr>
<th>Test Item</th>
<th>Pre-Test Score</th>
<th>HFZ In HFZ = Y</th>
<th>Out of HFZ = N</th>
<th>Set Goal</th>
<th>Post-Test Score</th>
<th>HFZ In HFZ = Y</th>
<th>Out of HFZ = N</th>
<th>Goal Met = √</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height</td>
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<td></td>
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<tr>
<td>Weight</td>
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</tr>
<tr>
<td>Body Mass Index</td>
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<td></td>
</tr>
<tr>
<td>Skinfold Triceps</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Skinfold Calf</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Sum of Skinfolds</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>PACER Laps</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mile Run Time</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WALK TEST (Time, HR, Wt.)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Trunk Lift</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curl-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Push-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexed-arm hang</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modified pull-up</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Sit &amp; Reach Right</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sit &amp; Reach Left</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoulder Stretch</td>
<td>Right &amp; Left</td>
<td>Yes/No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Healthy Fitness Zones are on the other side (Include most current HFZ on other side)
MODERATE TO VIGOROUS PHYSICAL ACTIVITY LOG
for the week beginning on Monday, _____________________________

<table>
<thead>
<tr>
<th>DAY</th>
<th>PHYSICAL ACTIVITY</th>
<th>MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For each day, list all the moderate and vigorous physical activities you did, both</td>
<td></td>
</tr>
<tr>
<td></td>
<td>during school and outside of school. (See definitions of moderate and vigorous</td>
<td></td>
</tr>
<tr>
<td></td>
<td>physical activity.)</td>
<td></td>
</tr>
<tr>
<td>EXAMPLE</td>
<td>Station training in PE</td>
<td>20</td>
</tr>
<tr>
<td>for one</td>
<td>Basketball at lunch</td>
<td>15</td>
</tr>
<tr>
<td>day</td>
<td>Soccer after school</td>
<td>30</td>
</tr>
<tr>
<td>MONDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUESDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td></td>
<td></td>
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<tr>
<td>THURSDAY</td>
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<td></td>
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<tr>
<td>FRIDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SATURDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUNDAY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ADD UP YOUR TOTAL MINUTES FOR THE WEEK: _____Minutes

Circle your overall level of enjoyment while participating in these activities this week:

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>enjoyable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enjoyable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>enjoyable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DEFINITIONS:
Moderate Physical Activity is activity that results in an increase in breathing or heart rate.
Examples: Walking briskly, dancing, easy swimming, or bicycling on level terrain.
Vigorous Physical Activity is activity that results in hard breathing or sweating.
Examples: Jogging, skateboarding, basketball, soccer, fast dancing, swimming laps, bicycling fast, rowing
The goal of this assignment is to demonstrate your ability to create and implement a one month personal fitness plan.

For each day, indicate:

1. Activities: What activity or activities will you do each day?
   For example: Soccer, Skateboard, Jog, Weight Train, Etc.

2. Type: What type of activity is it?
   Is it Cardiorespiratory (CR)?
   Is it Muscular Strength (MS)?
   Is it Muscular Endurance (ME)?
   Is it Flexibility (F)?

3. Intensity: How hard will you do the activity?
   For Cardiorespiratory, use Heart Rate (HR); Perceived Exertion Scale; or Pace.
   For Muscular Strength and Endurance, use Percent of Effort (for example: 60% of max); or Resistance (weight of resistance)

4. Time: How long will you participate in the activity?
   How many minutes?
   OR How many sets/repetitions will you do?
   OR What distance will you go? How far? How many laps or miles?

Your plan should show progression and overload (gradual increase of the frequency/intensity/time of your activities).

For each week, indicate the daily warm-up and cool down activities you plan to do.

You may use class notes or previous assignments to help you make your plan.
Daily Warm-up Activities:

Daily Cool-down Activities:

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<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
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PRACTICE PAGE

USE THIS PAGE TO PRACTICE HOW TO COMPLETE THE PLAN WITH YOUR TEACHER