Kate Collins
Middle School

Health & Physical Education

- Teamwork
- Collaboration
- Sportsmanship
- Strategy
- Life Skills
- Social skills
- Competition
- Emotional skills

Family life
- Life Saving skills
- Listening skills

- Football
- Soccer
- Softball
- Basketball
- Volleyball
- Tennis
- Bowling
- Corn hole
- CPR
- Healthy Eating

- Ladder golf
- Knock hockey
- Ping Pong
- Golf
- Fitness
- Tabata
- Floor hockey
- Softball

Healthy Body, Healthy Mind

You've got brains in your heads, you've got feet in your shoes, you can steer yourself any direction you choose.

~ Dr. Seuss
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<thead>
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<th>Essential Knowledge and Skills (from SOL)</th>
<th>Assessment Plan</th>
<th>Key Resources/ Strategies/Activities</th>
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<tbody>
<tr>
<td>To meet this standard, students should be able to:</td>
<td>Alternative Assessment Rubric</td>
<td>Activities</td>
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<tr>
<td></td>
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<td>- Critter River</td>
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<tr>
<td><strong>Skilled Movement</strong></td>
<td>Cooperation Assessment Sheet</td>
<td>- Planks</td>
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<tr>
<td>Demonstrate the critical elements of all basic locomotor, non- manipulative and manipulative skills. Demonstrate competence in manipulative skills in dynamic situations.</td>
<td>Rubric to used for cooperation and participation in various activities.</td>
<td>- Don’t Loose Your Marbles w/ PVC</td>
</tr>
<tr>
<td><strong>Movement Principles and Concepts</strong></td>
<td>Exit Slips –to be completed by students before leaving class. Students will have the opportunity to ask questions concerning information they are confused on. This will also offer an opportunity for students to comment on likes/dislikes from the unit.</td>
<td>- Frisbee Transport</td>
</tr>
<tr>
<td>Understand the following <strong>movement concepts:</strong></td>
<td>● Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards.</td>
<td>- Minefield</td>
</tr>
<tr>
<td>o relationships;</td>
<td>● Group Circle</td>
<td>- Pass the Hoop</td>
</tr>
<tr>
<td>o effort;</td>
<td>● Group Line</td>
<td>- Human Knot</td>
</tr>
<tr>
<td>o spatial awareness; and</td>
<td>- Playing Footie</td>
<td>-</td>
</tr>
<tr>
<td>o pathways.</td>
<td>Key Resources</td>
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<tr>
<td>Understand skill-related fitness concepts:</td>
<td>PE Checkup Assessment</td>
<td>- A to Z Teacher Stuff <a href="http://www.lessonplanz.com/Lesson_Plans/Physical_Education/index.html">http://www.lessonplanz.com/Lesson_Plans/Physical_Education/index.html</a></td>
</tr>
<tr>
<td>o agility</td>
<td></td>
<td>- Ed Helper <a href="http://www.edhelper.com/cat227.htm">http://www.edhelper.com/cat227.htm</a></td>
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<tr>
<td>o balance</td>
<td></td>
<td>a good source of information on the integration of physical education with academic subjects.</td>
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<tr>
<td>o coordination</td>
<td></td>
<td>- Game Central Station <a href="http://www.gamecentralstation.com/gchome.asp">http://www.gamecentralstation.com/gchome.asp</a> provides instructions for games, preschool through 12th grade, and links to other instructional website</td>
</tr>
<tr>
<td>o power</td>
<td></td>
<td>- PE Central <a href="http://www.pecentral.org">http://www.pecentral.org</a></td>
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<tr>
<td>o reaction; and</td>
<td></td>
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<tr>
<td>o speed.</td>
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<tr>
<td>Modify their own individual and group activity skills by applying the concepts of relationship, effort, spatial awareness, speed and pathways:</td>
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<tr>
<td>o refine, modify and adapt activity skills; and</td>
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<tr>
<td>o demonstrate complex movement forms: combining locomotor skills, nonmanipulative skills and manipulative skills into specialized sequences.</td>
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Responsible Behaviors
Follow classroom rules and safety procedures according to the activity being taught. Work together in small groups or as a class to achieve a goal or play successfully as a team. Participate in all activities and accept decisions even when they may not agree. Develop problem-solving skills in physical activity settings.

Grade Level: 6th - Outdoor Team Activities: Football, Soccer, Field Hockey, Lacrosse, Kickball, Diamond Games

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| Demonstrate the critical elements of all basic locomotor, non-manipulative and manipulative skills. | ● Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards. | Activities
| Demonstrate competence in manipulative skills in dynamic situations. | ● Exit Slips – to be completed by students before leaving class. Students will have the opportunity to ask questions concerning information they are confused on. This will also offer an opportunity for students to comment on likes/dislikes from the unit. | Manipulative Skills (catching/throwing)
| Demonstrate combinations of locomotor and manipulative skills in a variety of modified game-like situations including cooperative games and competitive games. | ● Individual written quiz/test with the definitions | ● Football
| Use basic offensive and defensive positioning while playing modified versions of team and individual sports (moving to open spaces, closing the spaces through which a ball or person can pass). | ● Guided discovery – lead students to a predetermined goal using a series of | - Ultimate Football
| Apply locomotor, non-manipulative and manipulative skills to participate in games and rhythmic activities that are representative of a variety of cultures and populations. | ● Rocketball | - Ominikin Football
| | | - Capture the Football
| | | - Hula Hoop Football Fun
| | | - Razzle Dazzle Football
| | | Soccer
| | | ● Sideline Soccer
| | | ● 4 Team Soccer
| | | Manipulative Skills (hitting/striking)
| | | ● Field Hockey
| | | ● Lacrosse
Movement Principles and Concepts
Understand the following movement concepts:
- relationships;
- effort;
- spatial awareness; and
- pathways.
Understand skill-related fitness concepts:
- agility;
- balance;
- coordination;
- power;
- reaction; and
- speed.
Apply movement principles and concepts to refine skills in modified versions of physical activities. Key concepts include:
- speed in skill execution;
- levels in skill execution;
- directions in skill execution; and
- pathways in skill execution.
Analyze movement performance using Newton's Third Law in order to learn or improve a movement skill:
- For every action there is an equal and opposite reaction. When struck, an object will rebound in the opposite direction with the same amount of force with which it was hit.
Modify their own individual and group activity skills by applying the concepts of relationship, effort, spatial awareness, speed and pathways:
- refine, modify and adapt activity skills; and
- demonstrate complex movement forms: combining locomotor skills, nonmanipulative skills and manipulative skills into specialized sequences.
Use games and activities as practice to improve movement performance by:
- applying complex movement forms in practice and game;
- explaining the relationship between skill practice and improved skill performance;
- applying different principles of learning to skill refinement and application;
- evaluating and recording skill development; and
Apply basic offensive and defensive tactics by:

Cue Checklist Sheet
PE Checkup Assessment
Punting Peer Evaluation (Football)
Venn Diagram: Softball vs. Baseball

Diamond Games
- Whiffle Ball
- Moon Ball
- Kickball
- Softball
- Football “Kickball” - skills of football within a kickball game

Key Resources
- Centers for Disease Control and Prevention Safe USA
  www.cdc.gov/safeusa/index.htm
- The Fitness Jumpsite
  www.primusweb.com/fitnesspartner/
- Wellness for Kids
  www.escambia.k12.fl.us/adminoff/Phys_Ed/well1.htm
- American Heart Association
  www.americanheart.org
- PBS Teacher Source
  www.pbs.org/teachersource/
- PELINKS4U
  www.pelinks4u.org
- Kids Health
  www.kidshealth.org
- AAHPERD Physical Best Program
  www.aahperd.org/Physical_Best/template.cfm
- Fitnessgram®
  www.cooperinst.org/ftgmain.as
- Centers For Disease Control and Prevention
  www.cdc.gov
- Physical Education Lesson Plans and Activities
  www.sports-media.org/
- PE Central
  www.pe.central.vt.edu
- Kids Running.Com
  www.kidsrunning.com
developing game strategies.

**Personal Fitness**
Examine available resources for measuring fitness such as computer technology, stopwatch, sit and reach box, pedometers, etc.

**Responsible Behaviors**
Follow classroom rules and safety procedures according to the activity being taught.
Work together in small groups or as a class to achieve a goal or play successfully as a team.
Understand the importance of skills and activity guidelines, and the relationship to the improvement of performance.
Participate in all activities and accept decisions even when they may not agree.

**Physically Active Lifestyle**
Investigate opportunities available for physical activity within the school program both during and outside of school hours.
Be an active participant in regular physical education classes within the school day.
Identify activities they can do with their families

Grade Level: 6th - Indoor Recreational/Team Games: Basketball, Tennis, Bowling, Badminton, Volleyball, Floor Hockey, Diamond Games, Pickle Ball, Handball, Scooter Activities, Wrestling, Archery, Ping Pong (regular/Chinese), Tug-A-War, Speed Stacking, 4 Square, Speedball, Dodgeball, Hide-Away-Football

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<td><strong>Demonstrate</strong></td>
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| the critical elements of all basic locomotor, non-manipulative and manipulative skills. | ● Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards. | **Activities**
| Demonstrate competence in manipulative skills in dynamic situations. | | Manipulative Skills (throwing/catching/shooting) |
|                                          |                 | ● Basketball (rotation)            |
|                                          |                 | ● Knock Out                        |
|                                          |                 | ● Dribble Eliminator               |
Demonstrate combinations of locomotor and manipulative skills in a variety of modified game-like situations including cooperative games and competitive games. Use basic offensive and defensive positioning while playing modified versions of team and individual sports (moving to open spaces, closing the spaces through which a ball or person can pass).

Apply locomotor, non-manipulative and manipulative skills to participate in games and rhythmic activities that are representative of a variety of cultures and populations.

**Movement Principles and Concepts**

Understand the following movement concepts:
- relationships;
- effort;
- spatial awareness; and
- pathways.

Understand skill-related fitness concepts:
- agility;
- balance;
- coordination;
- power;
- reaction; and
- speed.

Modify their own individual and group activity skills by applying the concepts of relationship, effort, spatial awareness, speed and pathways:
- refine, modify and adapt activity skills; and
- demonstrate complex movement forms: combining locomotor skills, nonmanipulative skills and manipulative skills into specialized sequences.

Use evaluation tools and techniques needed to improve skill performance:
- stopwatches;
- computer and software applications;
- heart and pulse monitors;
- step counters;
- self-peer assessment;
- digital cameras; and
- video recorders.

- Exit Slips –to be completed by students before leaving class. Students will have the opportunity to ask questions concerning information they are confused on. This will also offer an opportunity for students to comment on likes/dislikes from the unit.
- Guided discovery – lead students to a predetermined goal using a series of questions in which they have to physically explore possible answers.

**Alternative Assessment Rubric**

- Rubric to used for cooperation and participation in various activities.

**Basketball Assessment Rubric**

**Badminton Peer Assessment**

**Word Search**

- Individual written quiz/test with the definitions from various sports.

**Cue Checklist Sheet**

**PE Check Up Assessment**

- 3 on 3
- HORSE
- King of the Court
- Frisbee Basketball
- Kickball Basketball
- Soccer Basketball

**Racquet Sports**
- Tennis
  - Throw and Catch Tennis
  - Service Anyone?
- Badminton
  - Badminton Golf
- Pickle Ball
- Ping Pong

**Diamond Games**
- Kickball
- Mat Ball
- Crazy Kickball
- Basket Kickball
- Whiffle Ball
- Sacket
- Softball
- Moonball

**Manipulative Skills (hitting/striking)**
- Nok-Hockey
- Volleyball
  - 4 Square Volleyball
  - Blind Man Volleyball
  - Volleyball Pickup
  - Floor Hockey
  - 4 Square
  - Team Handball
  - Striker

**Scooter Activities**
- Scooter Relays
- Scooter Cageball
Use games and activities as practice to improve movement performance by:
- applying complex movement forms in practice and game;
- explaining the relationship between skill practice and improved skill performance;
- applying different principles of learning to skill refinement and application;
- evaluating and recording skill development; and
- moving to a rhythm.
Apply basic offensive and defensive tactics by:
- developing game strategies.

**Responsible Behaviors**
Follow classroom rules and safety procedures according to the activity being taught.
Work together in small groups or as a class to achieve a goal or play successfully as a team.
Understand the importance of skills and activity guidelines, and the relationship to the improvement of performance.
Participate in all activities and accept decisions even when they may not agree.
Develop problem-solving skills in physical activity settings.

**Physically Active Lifestyle**
*Identify* community groups, classes, and facilities available for participating in physical activity.
*Investigate* opportunities available for physical activity within the school program both during and outside of school hours.
Be an active participant in regular physical education classes within the school day.
*Identify* activities they can do with their families.

**Key Resources**
- Centers for Disease Control and Prevention Safe USA
  [www.cdc.gov/safeusa/index.htm](http://www.cdc.gov/safeusa/index.htm)
- The Fitness Jumpsite
  [www.primusweb.com/fitnesspartner/](http://www.primusweb.com/fitnesspartner/)
- Wellness for Kids
  [www.escambia.k12.fl.us/adminoff/Phys_Ed/well1.htm](http://www.escambia.k12.fl.us/adminoff/Phys_Ed/well1.htm)
- American Heart Association
  [www.americanheart.org](http://www.americanheart.org)
- PBS Teacher Source
  [www.pbs.org/teachersource/](http://www.pbs.org/teachersource/)
- PELINKS4U
  [www.pelinks4u.org](http://www.pelinks4u.org)
- Kids Health
  [www.kidshealth.org](http://www.kidshealth.org)
- AAHPERD Physical Best Program

<table>
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<tr>
<th>Scooter Basketball</th>
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<tr>
<td>Scooter Hockey</td>
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<tr>
<td><strong>Scooter Bring backs</strong></td>
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</table>

Manipulative Skills (throwing/Rolling)
- Eliminator
- Queen Ball
- Birmingham Jail
- Wizard
- Basket Dodge
- Handball
- Pin Dodge
- Horseshoes
- **Corn Hole**
- **Flickerball**
- **Bowling**
  - **Progressive Bowling**

- Wrestling
- **Archery**
- Tug -A-War
- **Speed Stacking**

**Omnikin Ball Activities**
- Wrestling
- **Archery**
- Tug -A-War
- **Speed Stacking**

**Progressive Bowling**

- Centers for Disease Control and Prevention Safe USA
  [www.cdc.gov/safeusa/index.htm](http://www.cdc.gov/safeusa/index.htm)
- The Fitness Jumpsite
  [www.primusweb.com/fitnesspartner/](http://www.primusweb.com/fitnesspartner/)
- Wellness for Kids
  [www.escambia.k12.fl.us/adminoff/Phys_Ed/well1.htm](http://www.escambia.k12.fl.us/adminoff/Phys_Ed/well1.htm)
- American Heart Association
  [www.americanheart.org](http://www.americanheart.org)
- PBS Teacher Source
  [www.pbs.org/teachersource/](http://www.pbs.org/teachersource/)
- PELINKS4U
  [www.pelinks4u.org](http://www.pelinks4u.org)
- Kids Health
  [www.kidshealth.org](http://www.kidshealth.org)
- AAHPERD Physical Best Program
Grade Level: 6th - Rhythmic Activities

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| **Skilled Movement**                     | ● Research the history of a sport or dance that has been incorporated into the American culture.  
● Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards. | **Activities**  
- Dance  
  ● C'motion (Dance Revolution)  
  ● Create A Dance  
  ● Modern Dance (You Tube)  
- Aerobics  
- Tabata workouts  
- Fitness Videos  
  ● TAE-BO  
  ● YOGA | **Key Resources**  
- Centers for Disease Control and Prevention Safe USA  
[www.cdc.gov/safeusa/index.htm](http://www.cdc.gov/safeusa/index.htm)  
- The Fitness Jumpsite  
[www.primusweb.com/fitnesspartner/](http://www.primusweb.com/fitnesspartner/)  
- Wellness for Kids  
[www.escambia.k12.fl.us/adminoff/Phys_Ed/well1.htm](http://www.escambia.k12.fl.us/adminoff/Phys_Ed/well1.htm)  
- American Heart Association  
[www.americanheart.org](http://www.americanheart.org)  
- PBS Teacher Source  
[www.pbs.org/teachersource/](http://www.pbs.org/teachersource/)  
- PELINKS4U  
[www.pelinks4u.org](http://www.pelinks4u.org) |
| **Movement Principles and Concepts**     | ● Research the history of a sport or dance that has been incorporated into the American culture.  
● Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards. |  |  |
| Understand the following movement concepts:  
  o relationships;  
  o effort;  
  o spatial awareness; and  
  o pathways.  
Use available technology resources such as heart and pulse monitors, computer technology, skin calipers, digi-walkers, stopwatches, etc., to improve skill performance. |  |  |  |

6.1a,b, 6.2a, 6.4a,c,d,6.5
Use evaluation tools and techniques needed to improve skill performance:
- stopwatches;
- body composition assessments: skin calipers, bioimpedance, body mass index;
- computer and software applications;
- heart and pulse monitors;
- step counters;
- self-peer assessment;
- digital cameras; and
- video recorders.
- moving to a rhythm.

**Responsible Behaviors**
Follow classroom rules and safety procedures according to the activity being taught.
Work together in small groups or as a class to achieve a goal or play successfully as a team.
Understand the importance of skills and activity guidelines, and the relationship to the improvement of performance.

**Physically Active Lifestyle**
- Identify community groups, classes, and facilities available for participating in physical activity.
- Investigate opportunities available for physical activity within the school program both during and outside of school hours.
- Be an active participant in regular physical education classes within the school day.
- Identify activities they can do with their families.

- Kids Health
  [www.kidshealth.org](http://www.kidshealth.org)
- AAHPERD Physical Best Program
  [www.aahperd.org/Physical_Best/template.cfm](http://www.aahperd.org/Physical_Best/template.cfm)
- Fitnessgram®
  [www.cooperinst.org/ftgmain.as](http://www.cooperinst.org/ftgmain.as)
- Centers For Disease Control and Prevention
  [www.cdc.gov](http://www.cdc.gov)
- Physical Education Lesson Plans and Activities
  [www.sports-media.org/](http://www.sports-media.org/)
- PE Central
  [www.pe.central.vt.edu](http://www.pe.central.vt.edu)
- Kids Running.Com
  [www.kidsrunning.com](http://www.kidsrunning.com)
Grade Level: 6th - Outdoor Recreational Activities

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| Demonstrate the critical elements of all basic locomotor, non-manipulative and manipulative skills. | ● Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards. | **Activities**
| Demonstrate combinations of locomotor and manipulative skills in a variety of modified game-like situations including cooperative games and competitive games. | ● Exit Slips – to be completed by students before leaving class. Students will have the opportunity to ask questions concerning information they are confused on. This will also offer an opportunity for students to comment on likes/dislikes from the unit. | Manipulative Skills (throwing)
| Combine locomotor, non-manipulative and manipulative movements into teacher or student created rhythmic sequences. | ● Guided discovery- lead students to a predetermined goal using a series of questions in which they have to physically explore possible answers. | ● Corn Hole
| **Apply** locomotor, non-manipulative and manipulative skills to participate in games and rhythmic activities that are representative of a variety of cultures and populations. | PE Check Up Assessment | ● Ladder Ball
| **Movement Principles and Concepts**     |                 | **Key Resources**                    |
| Understand the following movement concepts: |                   | - Centers for Disease Control and Prevention Safe USA www.cdc.gov/safeusa/index.htm |
| o relationships;                           |                   | - The Fitness Jumpsite www.primusweb.com/fitnesspartner/ |
| o effort;                                 |                   | - Wellness for Kids www.escambia.k12.fl.us/adminoff/Phys_Ed/well1.htm |
| o spatial awareness; and                  |                   | - American Heart Association www.americanheart.org |
| o pathways.                               |                   | - PBS Teacher Source www.pbs.org/teachersource/ |
| Understand skill-related fitness concepts:|                   | - PELINKS4U www.pelinks4u.org |
| o agility;                                |                   | - Kids Health www.kidshealth.org |
| o balance;                                |                   | - AAHPERD Physical Best Program www.aahperd.org/Physical_Best/template.cfm |
| o coordination;                           |                   | - Fitnessgram® www.cooperinst.org/ftgmain.as |
| o power;                                  |                   | - Centers For Disease Control and Prevention www.cdc.gov |
| o reaction;                               |                   | - Physical Education Lesson Plans and Activities www.sports-media.org/ |
| o speed;                                  |                   | - PE Central www.pe.central.vt.edu |
| Use available technology resources such as heart and pulse monitors, computer technology, skin calipers, digi-walkers, stopwatches, etc., to improve skill performance. |                   |                                      |
| **Apply** movement principles and concepts to refine skills in modified versions of physical activities. |                   |                                      |
| Key concepts include:                     |                   |                                      |
| o speed in skill execution;               |                   |                                      |
o levels in skill execution;
o directions in skill execution; and
o pathways in skill execution.

Analyze movement performance using Newton's Third Law in order to learn or improve a movement skill:
o For every action there is an equal and opposite reaction. When struck, an object will rebound in the opposite direction with the same amount of force with which it was hit.

Modify their own individual and group activity skills by applying the concepts of relationship, effort, spatial awareness, speed and pathways:
o refine, modify and adapt activity skills; and
o demonstrate complex movement forms: combining locomotor skills, nonmanipulative skills and manipulative skills into specialized sequences.

Use evaluation tools and techniques needed to improve skill performance:
o stopwatches;
o body composition assessments: skin calipers, bioimpedance, body mass index;
o computer and software applications;
o heart and pulse monitors;
o step counters;
o self-peer assessment;
o digital cameras; and
o video recorders.

Use games and activities as practice to improve movement performance by:
o applying complex movement forms in practice and game;
o explaining the relationship between skill practice and improved skill performance;
o applying different principles of learning to skill refinement and application;

**Responsible Behaviors**

Follow classroom rules and safety procedures according to the activity being taught.

Work together in small groups or as a class to achieve a goal or play successfully as a team.
Understand the importance of skills and activity guidelines, and the relationship to the improvement of performance.
Participate in all activities and accept decisions even when they may not agree.
Develop problem-solving skills in physical activity settings

**Physically Active Lifestyle**

- **Identify** community groups, classes, and facilities available for participating in physical activity.
- Investigate opportunities available for physical activity within the school program both during and outside of school hours.
- Be an active participant in regular physical education classes within the school day.
- **Identify** activities they can do with their families.

**Grade Level:** 6th - Fitness / Conditioning

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| Examine available resources for measuring fitness such as heart or pulse monitors, computer technology, skin calipers, stopwatch, sit and reach box, pedometers, etc. Define short-term and long-term goals and discuss their relationship to improving personal fitness. **Develop a plan for improving at least two areas of health-related fitness including both short-term and long-term goals.** Incorporate principles of training such as overload, progression, specificity, and the FITT principle in their program for improvement. | - Provide self-, peer- and/or teacher **observation and assessment** of skill performance using critical element checklists or task cards.  
- Improvements made on Fitnessgram scores  
- **Pedometer Activity Level Slips**  
- **FITT Principle**  
- **Heart Rate Predictions Worksheet**  
- **PE Daily Activity Levels Worksheet** | **Activities**  
- Fitness Gram Testing  
- Mile  
- PACER  
- Pushups  
- Curl-ups  
- Sit and Reach  
- Trunk Lift  
- Tabata workouts  
- Fitness room  
  - WarriorX.com  
- Run/Walking  
  - Buddy Run/Walk  
  - Group PACER  
  - Rock, Paper, Scissors (hands) |
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<td>Understand the importance of skills and activity guidelines, and the relationship to the improvement of performance.</td>
</tr>
<tr>
<td>Participate in all activities and accept decisions even when they may not agree.</td>
</tr>
</tbody>
</table>

- **A reflective journal** to be given to the students so they can reflect on the importance of fitness assessments and why they are important.

- **My Fitness Gram Goals Worksheet** – allows students the opportunity to write their goals for fitness gram testing.

- **Components of Fitness Worksheet** to be used to check understanding of Fitness Gram Testing and areas for improvement.

- **Flexibility Assessment Worksheet** to be completed by the students.

- **Key Resources**
  - PE Central
    [www.pe.central.vt.edu](http://www.pe.central.vt.edu)
  - PBS Teacher Source
    [www.pbs.org/teachersource/](http://www.pbs.org/teachersource/)
  - PELINKS4U
    [www.pelinks4u.org](http://www.pelinks4u.org)
  - Kids Health
    [www.kidshealth.org](http://www.kidshealth.org)
  - AAHPERD Physical Best Program
    [www.aahperd.org/Physical_Best/template.cfm](http://www.aahperd.org/Physical_Best/template.cfm)
  - Fitnessgram®
    [www.cooperinst.org/ftgmain.as](http://www.cooperinst.org/ftgmain.as)
  - Centers For Disease Control and Prevention
    [www.cdc.gov](http://www.cdc.gov)
  - Physical Education Lesson Plans and Activities
    [www.sports-media.org/](http://www.sports-media.org/)