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
- Ladder golf
- Knok hockey
- Basketball
- Volleyball
- Tennis
- Ping Pong
- Golf
- Fitness
- Bowling
- Tabata
- Floor hockey
- Healthy Eating
- Softball

You've got brains in your heads,
you've got feet in your shoes,
you can steer yourself
any direction you choose.
~ Dr. Seuss
### Grade Level: 7th - Team Building

<table>
<thead>
<tr>
<th>Essential Knowledge and Skills (from SOL)</th>
<th>August</th>
<th>Key Resources/ Strategies/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be successful with this standard, students are expected to:</strong></td>
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<tr>
<td><strong>Skilled Movement</strong></td>
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<tr>
<td><strong>Apply</strong> basic mechanical principles to improve the performance of movement skills in games, rhythmic activities and recreational activities (how much speed and/or force is required to move the body or an implement in a given situation).</td>
<td><strong>Alternative Assessment Rubric</strong>&lt;br&gt;<strong>Cooperation Assessment Sheet</strong></td>
<td><strong>Activities</strong>&lt;br&gt;-Critter River&lt;br&gt;-Planks&lt;br&gt;-Ball Pass w/ PVC (Don’t Loose Your Marbles)&lt;br&gt;-Frisbee Transport&lt;br&gt;-Minefield&lt;br&gt;-Pass the Hoop&lt;br&gt;-Human Knot&lt;br&gt;-Playing Footie</td>
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<tr>
<td>Perform basic skills associated with recreational activities.</td>
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<tr>
<td><strong>Engage</strong> in basic movement skills used in recreation.</td>
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<td><strong>Demonstrate</strong> safety procedures associated with recreation (use of proper safety equipment, equipment inspections).</td>
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<tr>
<td>Self-assess skill/ability level to safely participate in physical activities, including recreation.</td>
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<tr>
<td><strong>Movement Principles and Concepts</strong></td>
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<tr>
<td><strong>Apply</strong> all concepts previously learned.</td>
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<tr>
<td><strong>Explain</strong> biomechanical principles: center of gravity, base of support, and spatial awareness.</td>
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<tr>
<td><strong>Identify and apply</strong> basic scientific principles to improve personal skill performance:</td>
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<tr>
<td>o center of gravity;</td>
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<td>o base of support;</td>
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<tr>
<td>o spatial awareness; and</td>
<td></td>
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<tr>
<td>o generation of force.</td>
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<tr>
<td>Experience self- and peer-assessment.</td>
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<tr>
<td><strong>Apply</strong> biomechanical principles to motor learning.</td>
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<tr>
<td><strong>Detect</strong> and correct errors in performance for self and others.</td>
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<tr>
<td>Continue to improve performance.</td>
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</table>

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

- 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.

- Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards.

**Additional Activities**

- Critter River
- Planks
- Ball Pass w/ PVC (Don’t Loose Your Marbles)
- Frisbee Transport
- Minefield
- Pass the Hoop
  - Group Circle
  - Group Line
- Human Knot
- Playing Footie

**Key Resources**

- A to Z Teacher Stuff
  [http://www.lessonplanz.com/Lesson_Plans/Physical_Education/index.html](http://www.lessonplanz.com/Lesson_Plans/Physical_Education/index.html)
- Ed Helper
  A good source of information on the integration of physical education with academic subjects.
- Game Central Station
  Provides instructions for games, preschool through 12th grade, and links to other instructional websites.
- PE Central
  [http://www.pecentral.org](http://www.pecentral.org)
**Responsible Behaviors**
Incorporate their knowledge of problem-solving, conflict resolution, responsibility, and safety during physical activity.
Complete challenges in a safe manner.
Demonstrate safety procedures while engaging in physical activity.

**Physically Active Lifestyle**
Identify activities that improve health-related fitness.
Formulate a plan of physical activity for improving or maintaining health-related fitness including goals.

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**Grade Level: 7th - Outdoor Team Activities: Football, Soccer, Field Hockey, Lacrosse, Kickball, Diamond Games**

**7.1a,b,7.2a,b,c,d,e,7.4a,b,c,7.5a,b**

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<th>Key Resources/ Strategies/Activities</th>
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<td><strong>To be successful with this standard, students are expected to:</strong></td>
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</table>
| **Skilled Movement** Combine movement skills that have been practiced and learned for unpredictable situations in modified team and individual sport activities (throwing and catching while moving, dribbling and shooting while moving). Use basic offensive and defensive strategies while playing modified versions of team and individual sports | ● Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards. 
● Exit Slips – to be completed by students before leaving class. Students will have the opportunity to ask questions concerning information they | Activities
Manipulative Skills (catching/throwing)

- Football
- Ultimate Football
- Ominikin Football
- Capture the Football
- Flag Football
- Razzle Dazzle Football
- Hula Hoop Football Fun |
Perform basic skills associated with recreational activities. Engage in basic movement skills used in recreation. Demonstrate safety procedures associated with recreation (use of proper safety equipment, equipment inspections). Self-assess skill/ability level to safely participate in physical activities, including recreation.

**Movement Principles and Concepts**

- **Apply** all concepts previously learned.
- **Explain** biomechanical principles: center of gravity, base of support, and spatial awareness. Understand generation of force.
- **Identify** and apply basic scientific principles to improve personal skill performance:
  - o center of gravity;
  - o base of support;
  - o spatial awareness; and
  - o generation of force.
- Experience self- and peer-assessment. Participate in modified games as opportunities to practice skills.
- **Adapt** skills to new games.
- **Apply** biomechanical principles to motor learning.
- **Demonstrate** offensive and defensive tactics.
- **Detect** and correct errors in performance for self and others.

**Responsible Behaviors**

Incorporate their knowledge of problem-solving, conflict resolution, responsibility, and safety during physical activity. Demonstrate safety procedures while engaging in physical activity.

- Individual written quiz/test with the definitions
- Guided discovery – lead students to a predetermined goal using a series of questions in which they have to physically explore possible answers.

**Cue Checklist Sheet**

**PE Checkup Assessment**

**Punting Peer Evaluation (Football)**

**Venn Diagram: Softball vs. Baseball**

- Ultimate Frisbee
- Rocketball
- Soccer
  - Sideline Soccer
  - 4 Team Soccer

**Manipulative Skills (hitting/striking)**

- Field Hockey
- Lacrosse

**Diamond Games**

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

**Key Resources**

- Centers for Disease Control and Prevention Safe USA [www.cdc.gov/safeusa/index.htm](http://www.cdc.gov/safeusa/index.htm)
- 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 [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: 7th - Indoor Recreational/Team Games: 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, Handball, Hide-Away-Football

7.1a,b,7.2a,b,c,d,e,7.4a,b,c,7.5a,b

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<tr>
<td><strong>Skilled Movement</strong></td>
<td>• Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards.</td>
<td>Activities</td>
</tr>
<tr>
<td>Use basic offensive and defensive strategies while playing modified versions of team and individual sports (moving away from the ball into open spaces not occupied by a defender, staying between an opponent and the goal).</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>Manipulative Skills (throwing/catching/shooting)</td>
</tr>
<tr>
<td>Apply basic mechanical principles to improve the performance of movement skills in games, rhythmic activities and recreational activities (how much speed and/or force is required to move the body or an implement in a given situation).</td>
<td>• Guided discovery – lead students to a predetermined goal using a series of questions in which they have to physically explore possible answers.</td>
<td>Basketball (Rotation)</td>
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<tr>
<td>Perform basic skills associated with recreational activities.</td>
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<td>Knock Out</td>
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<tr>
<td>Engage in basic movement skills used in recreation.</td>
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<td>Dribble Eliminator</td>
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<tr>
<td>Demonstrate safety procedures associated with recreation (use of proper safety equipment, equipment inspections).</td>
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<tr>
<td><strong>Movement Principles and Concepts</strong></td>
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<td>HORSE</td>
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<td>Apply all concepts previously learned.</td>
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<td>King of the Court</td>
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<td>Experience self- and peer-assessment.</td>
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<td>Kickball Basketball</td>
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<tr>
<td>Participate in modified games as opportunities to practice skills.</td>
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<td>Soccer Basketball</td>
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<tr>
<td>Adapt skills to new games.</td>
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<td>Alternative Assessment Rubric</td>
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<tr>
<td>Apply biomechanical principles to motor learning.</td>
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<td>Racquet Sports</td>
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<tr>
<td>Demonstrate offensive and defensive tactics.</td>
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<td>Tennis</td>
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<tr>
<td>Detect and correct errors in performance for self and others.</td>
<td>✓ Throw and Catch Tennis</td>
<td>✓ Badminton Golf</td>
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<tr>
<td>Continue to improve performance.</td>
<td>✓ Service Anyone?</td>
<td>Pickle Ball</td>
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<td></td>
<td>✓ Badminton</td>
<td>Ping Pong (regular/Chinese)</td>
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<td>Racquetball</td>
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<td>Diamond Games</td>
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<td>Kickball</td>
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<td>Mat Ball</td>
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<td>Crazy Kickball</td>
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<td>Basket Kickball</td>
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<td>Whiffle Ball</td>
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<td>Sacket</td>
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<td>Softball</td>
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<td></td>
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<td>Moonball</td>
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</tbody>
</table>
Identify similar movements.

Responsible Behaviors
Incorporate their knowledge of problem-solving, conflict resolution, responsibility, and safety during physical activity.
Complete challenges in a safe manner.
Demonstrate safety procedures while engaging in physical activity.

Physically Active Lifestyle
Formulate a plan of physical activity for improving or maintaining health-related fitness including goals.

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

Cue Checklist Sheet
PE Check Up Assessment

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

Scooter Activities
- Scooter Relays
- Scooter Cageball
- Scooter Basketball
- Scooter Hockey
- **Scooter Bring Backs**

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

Omnikin Ball Activities
- Temple of Doom
- Freeze Tag

- Wrestling
- **Archery**
- Tug -A-War / Tire Tug-A-War
- **Speed Stacking**
### 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
  [www.aahperd.org/Physical_Best/template.cfm](http://www.aahperd.org/Physical_Best/template.cfm)
- Fitnessgram®
  [www.cooperinst.org/ftgmain.asp](http://www.cooperinst.org/ftgmain.asp)
- 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: 7th  -  Rhythmic Activities

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<tr>
<td><strong>To be successful with this standard, students are expected to:</strong></td>
<td></td>
<td>- Dance</td>
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<tr>
<td><strong>Skilled Movement</strong></td>
<td></td>
<td>● C’motion (Dance Revolution)</td>
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<tr>
<td>Apply basic mechanical principles to improve the performance of movement skills in games, rhythmic activities and recreational activities (how much speed and/or force is required to move the body or an implement in a given situation).</td>
<td>● Research the history of a sport or dance that has been incorporated into the American culture.</td>
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<td>● Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards.</td>
<td>● Create A Dance</td>
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<td>● Modern Dance (You Tube)</td>
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<td>- Aerobics</td>
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<td>- Tabata workouts</td>
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<td>- Fitness Videos</td>
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</table>
Perform basic skills associated with recreational activities.  
Engage in basic movement skills used in recreation.  
Demonstrate safety procedures associated with recreation (use of proper safety equipment, equipment inspections).  
Self-assess skill/ability level to safely participate in physical activities, including recreation.  
Perform dance and rhythmic sequences using basic social and international dance steps and patterns.

**Movement Principles and Concepts**

Explain biomechanical principles: center of gravity, base of support, and spatial awareness.
Experience self- and peer-assessment.
Continue to improve performance.
Identify similar movements.

**Responsible Behaviors**

Demonstrate safety procedures while engaging in physical activity.

**Physically Active Lifestyle**

Identify activities that improve health-related fitness.
Formulate a plan of physical activity for improving or maintaining health-related fitness including goals.
Define stress and stress management.
Examine the effect physical activity plays on managing stress.

- Students design an aerobic workout with partners to demonstrate activities that have been learned throughout the unit.

- **Jump Rope**
- **Fitness Videos**
  - TAE-BO
  - YOGA

**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

**Grade Level: 7th - Outdoor Recreational Activities**
To be successful with this standard, students are expected to:

**Skilled Movement**
Combine movement skills that have been practiced and learned for unpredictable situations in modified team and individual sport activities (throwing and catching while moving, dribbling and shooting while moving).

**Apply** basic mechanical principles to improve the performance of movement skills in games, rhythmic activities and recreational activities (how much speed and/or force is required to move the body or an implement in a given situation).
Perform basic skills associated with recreational activities.
**Engage** in basic movement skills used in recreation.

**Demonstrate** safety procedures associated with recreation (use of proper safety equipment, equipment inspections). Self-assess skill/ability level to safely participate in physical activities, including recreation.

**Movement Principles and Concepts**
Apply all concepts previously learned.

**Explain** biomechanical principles: center of gravity, base of support, and spatial awareness.

Understand generation of force.

**Identify** and apply basic scientific principles to improve personal skill performance:
- center of gravity;
- base of support;
- spatial awareness; and
- generation of force.

Experience self- and peer-assessment.
Participate in modified games as opportunities to practice skills.

Adapt skills to new games.

**Apply** biomechanical principles to motor learning.

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**Assessment Plan**

- Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards.
- 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.

**PE Check Up Assessment**

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**Activities**

- Manipulative Skills (throwing)
  - Corn Hole
  - Ladder Ball
  - Kan Jam
  - Frisbee Golf
  - Lawn Darts
  - Croquet
  - Golf
  - Jump Ropes
  - Fitness Walking w/ pedometers
  - Orienteering

**Key Resources/ Strategies/Activities**

- Centers for Disease Control and Prevention Safe USA [www.cdc.gov/safeusa/index.htm](http://www.cdc.gov/safeusa/index.htm)
- 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 [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)
Demonstrate offensive and defensive tactics.
Detect and correct errors in performance for self and others.
Continue to improve performance.
Identify similar movements.

**Responsible Behaviors**
Incorporate their knowledge of problem-solving, conflict resolution, responsibility, and safety during physical activity.
Complete challenges in a safe manner.

**Physically Active Lifestyle**
Define stress and stress management.
Examine the effect physical activity plays on managing stress.

### Grade Level: 7th - Fitness / Conditioning

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<td><strong>Activities</strong></td>
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<tr>
<td><strong>Skilled Movement</strong></td>
<td>- Provide self-, peer- and/or teacher observation and assessment of skill performance using critical element checklists or task cards.</td>
<td>- Fitness Gram Testing</td>
</tr>
<tr>
<td>Apply basic mechanical principles to improve the performance of movement skills in games, rhythmic activities and recreational activities (how much speed and/or force is required to move the body or an implement in a given situation).</td>
<td>- Improvements made on Fitnessgram scores</td>
<td></td>
</tr>
<tr>
<td>Engage in basic movement skills used in recreation. Self-assess skill/ability level to safely participate in physical activities, including recreation.</td>
<td>- Pedometer Activity Level Sheet</td>
<td></td>
</tr>
<tr>
<td><strong>Movement Principles and Concepts</strong></td>
<td>- FITT Principle</td>
<td>- Rock, Paper, Scissors (hands)</td>
</tr>
<tr>
<td>Apply all concepts previously learned. Experience self- and peer-assessment.</td>
<td>- Heart Rate Predictions Worksheet</td>
<td>- Rock, Paper, Scissors (feet)</td>
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<td>- PE Daily Activity Level Worksheet</td>
<td>- Pedometer Walks</td>
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<td>- Indian Run</td>
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<td>- Buddy Run/Walk</td>
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<td>- Group PACER</td>
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<td>- Run/Walking</td>
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<tr>
<td>Personal Fitness</td>
<td>Responsible Behaviors</td>
<td>Physically Active Lifestyle</td>
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<tr>
<td>Describe safety precautions for developing physical fitness such as:</td>
<td>Complete challenges in a safe manner.</td>
<td>Identify activities that improve health-related fitness.</td>
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<tr>
<td>o proper warm-up and cool-down techniques;</td>
<td>Demonstrate safety procedures while engaging in physical activity.</td>
<td>Define stress and stress management.</td>
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<tr>
<td>o exercise in cold and hot weather conditions;</td>
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<tr>
<td>o use of appropriate safety equipment in various types of activities;</td>
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<tr>
<td>Identify essential components of a personal fitness plan such as goals, use of the FITT principle, and other training strategies.</td>
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<tr>
<td>Investigate available resources for monitoring fitness improvement such as heart/pulse monitor, computer technology, skin calipers, sit and reach box, body analysis devices, stopwatch, etc.</td>
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<tr>
<td>Demonstrate an understanding of &quot;body composition&quot; and its relationship to activity (proportions of fat, bones, muscles, fluid that make up body weight).</td>
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</tr>
</tbody>
</table>

- Personal Fitness Goals Worksheet
- Components of Fitness Worksheet
- Flexibility Assessment Worksheet
- My Fitness Gram Goals Worksheet
- Lifetime Fitness Skills
- Jump Rope
- Tag Games /Activities
- Physically Active Lifestyle
- Responsible Behaviors
- Key Resources

**Key Resources**
- PE Central
- www.pe.central.vt.edu
- 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/
