REGION 15 PHYSICAL EDUCATION CURRICULUM

CONTENTS

REGION 15 PHYSICAL EDUCATION CURRICULUM ... 1
CONTENTS ........................................................................................................ 1

PHILOSOPHY STATEMENT ........................................................................... 7
SOCIAL/CHARACTER SKILLS ........................................................................ 7

The Kindergarten to Grade 2 Curriculum ........................................... 8
HUMAN MOVEMENT ....................................................................................... 9
  Topic: Movement Concepts ........................................................................ 9
  Topic: Body Management .......................................................................... 9
  Topic: MANIPULATIVE SKILLS ................................................................ 9
PHYSICAL ACTIVITY ........................................................................................ 10
  Topic: PERFORMANCE ............................................................................... 10
  Topic: LOW ORGANIZATIONAL GAMES/ACTIVITIES ................................ 10
FITNESS .......................................................................................................... 11
  Topic: Exercise Science Concepts ............................................................. 11
  Topic: Benefits Of Physical Activity ......................................................... 11

The Grade 3 to 5 Curriculum ................................................................. 12
BENEFITS OF EXERCISE TO HEALTH & LIFE ......................................... 12
  Enduring Understandings: ......................................................................... 12
  Topic: Regular Activity ............................................................................. 12
  Topic: Disease ............................................................................................ 12
  Topic: Training Principles .......................................................................... 13
  Topic: Personal Health and Fitness ............................................................ 14
MUSCULAR DEVELOPMENT ........................................................................ 15
  Enduring Understandings: ......................................................................... 15
  Topic: Muscles ............................................................................................ 15
  Topic: Related Activities ............................................................................ 16
  Topic: Types of Movements ....................................................................... 16
  Topic: Training Principles .......................................................................... 17
  Topic: Muscle Function .............................................................................. 17
BODY COMPOSITION / WEIGHT MANAGEMENT ...................................... 18
  Enduring Understandings: ......................................................................... 18
  Topic: Calories ........................................................................................... 18
  Topic: Nutrients .......................................................................................... 19
  Topic: Weight Control ............................................................................... 19
  Topic: Training Principles/Metabolism ....................................................... 20
  Topic: Energy Balance ............................................................................... 20
  Topic: Health Risk Factors ....................................................................... 20
  Topic: Body Weight/Body Composition ................................................... 21

CARE AND PREVENTION OF INJURIES .................................................. 22
Enduring Understandings: ................................................................. 22
Topic: Conditioning ........................................................................ 22
Topic: Climate/Prevention .............................................................. 22
Topic: Treatment ........................................................................... 23
Topic: Training Principles ............................................................... 23
Topic: Safety .................................................................................. 24

SKELETAL FITNESS ....................................................................... 25
Enduring Understandings: ................................................................. 25
Topic: Nutrition ............................................................................. 25
Topic: Physical Activity ................................................................. 25
Topic: Skeletal Physiology ............................................................. 26
Topic: Training Principles ............................................................... 26
Topic: Calcium/Milk ..................................................................... 27

RESPIRATORY BENEFITS OF EXERCISE .................................. 28
Enduring Understandings: ................................................................. 28
Topic: Respiration ......................................................................... 28
Topic: Disease .............................................................................. 28
Topic: Regular Exercise ................................................................. 29
Topic: Training Principles ............................................................... 29

CARDIO FITNESS ........................................................................ 30
Enduring Understandings: ................................................................. 30
Topic: Physiology of the Heart ......................................................... 30
Topic: Heart Rate ........................................................................ 31

FLEXIBILITY ................................................................................ 32
Enduring Understandings: ................................................................. 32
Topic: Stretching ........................................................................ 32
Topic: Safety ................................................................................ 33
Topic: Training Principles ............................................................... 34

NUTRITION .................................................................................. 35
Grade 4 - Enduring Understandings: .............................................. 35
Topic: Calcium/Milk ..................................................................... 35
Topic: Snacking ........................................................................... 35
Topic: Energy Balance ................................................................. 35
Topic: Calories and Energy ............................................................ 35
Topic: Nutrients .......................................................................... 35

Grade 5 Enduring Understandings: .............................................. 36
Topic: Nutrients .......................................................................... 36
Topic: Body Weight/Body Composition ........................................ 36
Topic: Food Labels ...................................................................... 36
Topic: Recommended Daily Allowances (RDA) .......................... 37

The Middle School Curriculum .................................................. 38

BENEFITS OF EXERCISE TO HEALTH & LIFE .................. 38
Enduring Understandings: ................................................................. 38
Topic: Regular Activity ................................................................. 38
Topic: Disease ............................................................................ 39
Topic: Training Principles ............................................................... 40
<table>
<thead>
<tr>
<th>MUSCULAR DEVELOPMENT</th>
<th>41</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enduring Understandings:</td>
<td>41</td>
</tr>
<tr>
<td>Topic: Muscle Groups</td>
<td>41</td>
</tr>
<tr>
<td>Topic: Related Activities</td>
<td>42</td>
</tr>
<tr>
<td>Topic: Fiber Types</td>
<td>43</td>
</tr>
<tr>
<td>Topic: Methods of Strength Training</td>
<td>44</td>
</tr>
<tr>
<td>Topic: Muscle Function</td>
<td>45</td>
</tr>
<tr>
<td>Topic: Health Benefit</td>
<td>46</td>
</tr>
<tr>
<td>BODY COMPOSITION / WEIGHT MANAGEMENT</td>
<td>47</td>
</tr>
<tr>
<td>Enduring Understandings:</td>
<td>47</td>
</tr>
<tr>
<td>Topic: Nutrition</td>
<td>47</td>
</tr>
<tr>
<td>Topic: BMI/Body Composition</td>
<td>49</td>
</tr>
<tr>
<td>Topic: Training Principles</td>
<td>50</td>
</tr>
<tr>
<td>Topic: Weight Control</td>
<td>51</td>
</tr>
<tr>
<td>Topic: Health Risk Factors</td>
<td>52</td>
</tr>
<tr>
<td>Topic: Myths</td>
<td>53</td>
</tr>
<tr>
<td>CARE AND PREVENTION OF INJURIES</td>
<td>54</td>
</tr>
<tr>
<td>Enduring Understandings:</td>
<td>54</td>
</tr>
<tr>
<td>Topic: Treatment</td>
<td>54</td>
</tr>
<tr>
<td>Topic: Skeletal Care</td>
<td>55</td>
</tr>
<tr>
<td>Topic: Prevention</td>
<td>55</td>
</tr>
<tr>
<td>SKELETAL FITNESS</td>
<td>57</td>
</tr>
<tr>
<td>Enduring Understandings:</td>
<td>57</td>
</tr>
<tr>
<td>Topic: Physical Activity</td>
<td>57</td>
</tr>
<tr>
<td>Topic: Skeletal Physiology</td>
<td>58</td>
</tr>
<tr>
<td>Topic: Nutrition</td>
<td>59</td>
</tr>
<tr>
<td>CARDIO FITNESS</td>
<td>60</td>
</tr>
<tr>
<td>Enduring Understandings:</td>
<td>60</td>
</tr>
<tr>
<td>Topic: Respiration</td>
<td>60</td>
</tr>
<tr>
<td>Topic: Aerobic and Anaerobic Activity</td>
<td>61</td>
</tr>
<tr>
<td>Topic: Regular Exercise</td>
<td>62</td>
</tr>
<tr>
<td>Topic: The Physiology of the Heart</td>
<td>63</td>
</tr>
<tr>
<td>Topic: Training Principles</td>
<td>64</td>
</tr>
<tr>
<td>Topic: Risk Factors</td>
<td>65</td>
</tr>
<tr>
<td>FLEXIBILITY</td>
<td>67</td>
</tr>
<tr>
<td>Enduring Understandings:</td>
<td>67</td>
</tr>
<tr>
<td>Topic: Muscles and Joints</td>
<td>67</td>
</tr>
<tr>
<td>Topic: Stretching</td>
<td>68</td>
</tr>
<tr>
<td>Topic: Range of Motion</td>
<td>69</td>
</tr>
<tr>
<td>Topic: Safety</td>
<td>70</td>
</tr>
<tr>
<td>Topic: Training Principles</td>
<td>71</td>
</tr>
<tr>
<td>STRESS</td>
<td>72</td>
</tr>
<tr>
<td>Enduring Understandings:</td>
<td>72</td>
</tr>
<tr>
<td>Topic: Stressors</td>
<td>72</td>
</tr>
<tr>
<td>Topic: Physical Activity</td>
<td>72</td>
</tr>
<tr>
<td>Topic: Relaxation and Meditation</td>
<td>73</td>
</tr>
</tbody>
</table>
# Grade 11 & 12 Elective Program

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Fitness</td>
<td>130</td>
</tr>
<tr>
<td>Aerobics</td>
<td>133</td>
</tr>
<tr>
<td>Dance</td>
<td>136</td>
</tr>
<tr>
<td>Individual Sports</td>
<td>150</td>
</tr>
<tr>
<td>Mixed Martial Arts</td>
<td>153</td>
</tr>
<tr>
<td>Net Games</td>
<td>173</td>
</tr>
<tr>
<td>Nutrition</td>
<td>176</td>
</tr>
<tr>
<td>Outdoor Adventure</td>
<td>178</td>
</tr>
<tr>
<td>Recreational Games</td>
<td>183</td>
</tr>
<tr>
<td>Self-Defense</td>
<td>186</td>
</tr>
<tr>
<td>Team Sports 1</td>
<td>206</td>
</tr>
<tr>
<td>Team Sports 2</td>
<td>209</td>
</tr>
<tr>
<td>Walking/Jogging</td>
<td>212</td>
</tr>
<tr>
<td>Weight Training</td>
<td>215</td>
</tr>
<tr>
<td>Yoga/Pilates</td>
<td>218</td>
</tr>
<tr>
<td>Advanced Dance</td>
<td>222</td>
</tr>
</tbody>
</table>
PHILOSOPHY STATEMENT

The Region 15 Physical Education program strives to educate students to be healthy and active throughout their lives. We recognize that regular physical activity is imperative to the well being of all people. We know that good health habits begin in childhood. Our focus is to motivate children toward a physically active lifestyle by helping them to value wellness, understand the physiological benefits of exercise, perform a variety of movements and appreciate the joy of activity.

SOCIAL/CHARACTER SKILLS

Throughout the curriculum students will strive to acquire the following attributes as they participate in all activities.

The students will strive to:

1. Demonstrate proper sportsmanship, sharing, cooperation and teamwork before, during, and after game play.
2. Demonstrate respect for their players, officials, equipment and rules.
3. Demonstrate proper etiquette at all times.
4. Work cooperatively with their peers.
5. Have an appreciation for individual differences.
6. Maintain a positive self-concept.
7. Display a healthy attitude in competitive situations.
8. Maintain self-direction and decision making skills especially in emotional situations.
9. Acquire skills for everyday living.
10. Develop skills needed for resolving conflict in a physical activity setting.
The Kindergarten to Grade 2 Curriculum

The Region 15 Kindergarten through Grade 2 Physical Education Curriculum is designed to enhance basic movements for young children. The goal is to develop patterns of movement that can translate into more complex physical skills, as students get older. Children will be acclimated to an environment where they are comfortable in exploring different types of physical activities and become enthusiastic about play.
HUMAN MOVEMENT

Students will understand and apply principles of human movement to the learning and development of motor skills.

**Topic: Movement Concepts**

The students will be able to:
1. Apply the concept of general and personal space.
2. Travel safely using slow and fast speeds in designated boundaries.
3. Demonstrate high, medium, and low levels using different body parts.
4. Change speeds in response to tempos, rhythms, and signals while traveling in different pathways using various locomotor movements such as: walking, running, leaping, hopping, jumping, skipping, sliding, and galloping.
5. Move in different directions in response to a signal.

**Topic: Body Management**

The students will be able to:
1. Create shapes by using non-locomotor movements.
2. Balance on one, two, three, four, or more body parts.
3. Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object.
4. Use objects to create shapes.
5. Demonstrate a safe two-foot landing after taking off of one or two feet.
6. Perform a variety of rolls on a mat – e.g., pencil, log, egg and barrel.
7. Support, lift and control body weight in a variety of activities/movements.
8. Have the option of experimenting with different gymnastic apparatus to enhance balance, flexibility and muscular strength.

**Topic: MANIPULATIVE SKILLS**

* Objects for manipulatives can include but are not limited to the following: bean bags, scarves, hula hoops, fleece balls, yarn balls, scooter boards, playground balls, comet balls, moon hoppers, ribbon sticks, frisbees, balloons, skip-its, beach balls, buddy-walkers, bowling pins, parachutes, rhythm sticks, striking skills (batting/hitting), wands, jump ropes, pillow polo sticks, foam shapes, foxtails, hacky sacks, balancing feathers, spider balls, and circus equipment.

The students will be able to:
1. Watch an object as it travels through the air (“keep eyes on it”).
2. Roll or spin an object on the ground while tracking it.
3. Demonstrate the proper underhand and overhead patterns for throwing.
4. Demonstrate proper form in catching a self-tossed ball.
5. Kick a stationary object.
6. Kick a rolled ball from a stationary position.
7. Strike a stationary object using arms, hands, and feet.
8. Students will demonstrate their ability to successfully dribble a ball, using their hands or feet.
9. Jump over a stationary rope several times in succession, using a variety of movement patterns.

**PHYSICAL ACTIVITY**

**Topic: PERFORMANCE**

- *Using a variety of equipment and experiences, the students will be able to:*

  The students will be able to:
  1. Demonstrate simple applications combining locomotor, non-locomotor and selected manipulative skills to accomplish developmentally appropriate play and fitness activities.
  2. Demonstrate developmentally mature form in the fundamental movement skills; (e.g., walk, jump, skip); non-locomotor (e.g., bend, twist, swing); and selected manipulative skills (e.g., throwing, kicking, striking).
  3. Explore and adapt fundamental movement skills to meet a variety of challenges.
  4. Apply basic skills to activities and games.
  5. Demonstrate safety while participating in physical activity.

**Topic: LOW ORGANIZATIONAL GAMES/ACTIVITIES**

- *Throughout the curriculum students will participate in a variety of games and activities.*

  The students will be able to:
  1. Apply basic strategies.
  2. Use physical and performance skills and apply to games.
  3. Experience several different types of games (eg. tag, races, ball, partner, contests).
**FITNESS**

**Topic: Exercise Science Concepts**

The students will be able to:
1. Participate in physical activities that are enjoyable, challenging, and improve students’ well-being.
2. Participate in several activities related to each component of health-related fitness (e.g., cardio respiratory efficiency, muscular strength and endurance, and flexibility) necessary for a healthy lifestyle.
3. Identify the location of the heart and explain that it is a muscle.
4. Identify the location of the lungs and explain their function.
5. Identify that drinking water is essential for a healthy body.
6. Explain that nutritious foods provide energy for physical activity.
7. Explain why strong muscles are important for a healthy body.
8. Explain that warming up and stretching are important before being active.

**Topic: Benefits Of Physical Activity**

The students will be able to:

1. Experience enjoyment while participating in physical activity of their choice.
2. Understand that practicing activities will increase their skill level.
3. Interact/cooperate with peers while participating in group or partner activities.
4. Identify feelings that result from participating in physical activities.
5. Develop an appreciation of individual and team activities.
6. Identify ways to increase time for physical activity outside of school.
7. Develop an understanding of the importance of family and lifetime activities.
8. Identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.
The Grade 3 to 5 Curriculum

BENEFITS OF EXERCISE TO HEALTH & LIFE

Enduring Understandings:
1. Good personal health and fitness may help to prevent certain diseases.
2. The more often you are active, the more fit you become.
3. People can become healthy by being active.

Students are expected to know and be able to do the following:

Topic: Regular Activity

1. List as many different sports, activities and means of exercise as possible.
2. Survey two adults who exercise regularly and describe the types of exercise the adults do and when they are able to fit exercise into their daily routine.

Focus Questions:

Grade 3 -
1. What is activity?
2. What is physical activity?
3. What physical activity can be done throughout your lifetime?

Grade 4 -
What is physical activity?
What physical activity can be done throughout your lifetime?

Grade 5 –
What is physical activity?
What physical activity can be done throughout your lifetime? Why?

Topic: Disease

1. Articulate that regular exercise helps to keep you healthy.
2. Give examples of certain diseases that regular exercise may help you prevent.
Focus Questions:

Grade 3 -
1. What does healthy mean?
2. Describe what healthy means to you.

Grade 4 –
1. What is disease and what can it do to your body?

Grade 5 –
1. How can regular exercise help prevent disease?
2. What are some diseases that regular exercise may help you prevent?

**Topic: Training Principles**

1. Define “regular exercise as being active each day (frequency).
2. Practices a lifestyle of getting an hour of physical activity each day (time).
3. Understand that people can exercise hard or easy (intensity).

Focus Questions:

Grade Three -
1. Why would some people choose lower intensity physical activity?
2. Why would some people choose higher intensity physical activity?

Grade Four -
1. Why is following the training principles essential to attain a positive outcome from regular exercise?
2. Why would some people choose an easier physical activity?
3. Why would some people choose higher intensity physical activity?

Grade Five –
1. Why is following the training principles essential to attain a positive outcome from regular exercise?
2. Why would some people choose an easier physical activity?
3. How often, how long, and how hard should you be continuously active?
4. Why would some people choose higher intensity physical activity?

Activities:
1. Fill out weekly exercise goals worksheets
Topic: Personal Health and Fitness

1. Justifies how each person is responsible for their own fitness.

Focus Questions:

Grade 3 –
1. Where, outside of school, can you be active?
2. What do you like about physical activity?
3. What do you dislike about physical activity?
4. Whose job is it to keep you fit?

Grade 4 –
1. Why can’t someone else keep you fit?
2. Where, outside of school, can you be active?
3. What do you like about physical activity?
4. What do you dislike about physical activity?

Grade 5 –
1. Why isn’t it someone else’s responsibility to keep you fit?
2. How can you become more responsible for your fitness level?
3. Where, outside of school, can you be active?
4. What do you like about physical activity?
5. What do you dislike about physical activity?
MUSCULAR DEVELOPMENT

Enduring Understandings:
1. You can make muscles stronger.
2. A muscle can be improved by the Training Principles.
3. A healthy level of fitness is to be able to do daily activity without injury.

Students are expected to know and be able to do the following:

Topic: Muscles

1. Compare the sizes and functions of different muscle groups.
2. Explain the relationship between muscles and the skeletal system.
3. Show where there are large, small and mid-sized muscles on their bodies.
4. Compare different types of muscular training.
5. Define muscular strength as the ability to move heavy things.
6. Define muscular endurance as the ability to repeat movements over a long period of time.

Focus Questions:

Grade Three –

1. Identify large and small muscle groups. Give examples of each (Large = legs, back, chest. Small = fingers, toes, facial muscles).
2. What do muscles do?

Grade Four –

What is the difference between muscular endurance and muscular strength?
Tell me what the difference is between _________ and _________.

Grade Five –

What is the difference between muscular endurance and muscular strength?
Tell me what the difference is between _________ and _________.
**Topic: Related Activities**

1. State that physical activity helps muscles develop in size and strength.
2. Predicts that activity in which you assert more strain on your muscles than normal movement increases your strength.
3. Performs activities which assert more strain on your muscles than normal movements. (resistance)
4. Generalize that all muscles can be made stronger.

Focus Questions:

Grade Three -
1. How does physical activity help your muscles?
2. List a variety of ways you can use your muscles?

Grade Four –
1. How does physical activity help your muscles?
2. How can all muscles be made stronger?
3. Why is it harder on your muscles to walk uphill rather than downhill?
4. What is resistance?

Grade Five –
1. How does physical activity help your muscles?
2. How can someone your age increase their strength?
3. How can all muscles be made stronger?
4. How would you change your normal activity to make your muscles stronger?
5. What is resistance?
6. Tell how you could make a variety of activities more difficult?

**Topic: Types of Movements**

1. Predict which muscle groups become stronger with each of a variety of activities (specificity).

Focus Questions:

Grade Four –
1. Why is it better to do a variety of activities than just one?

Grade Five –
1. Why is it better to do a variety of activities than just one?
**Topic: Training Principles**

1. Define progression as slowly being able to lift more and work harder.
2. Explain how resistance training improves muscles only when done several days a week (frequency).
3. Gauge how quickly their muscles become fatigued (intensity).
4. Rank a group of tasks according to how much strength is needed to perform them (intensity).

Focus Questions:

Grade Three –
1. Why do you want to become stronger?

Grade Four –
1. How often do you need to exercise to make muscles stronger?
2. Why do your muscles sometimes feel too tired to move?

Grade Five –
1. What is progression?
2. How often do you need to exercise to make muscles stronger?
3. Why do your muscles sometimes feel too tired to move?

**Topic: Muscle Function**

1. Understand that the stronger your muscles are the easier you can move your body.
2. Understand that the stronger your muscles are the more weight you can move.
3. Demonstrate how muscles help us move and move other things.

Focus Questions:

Grade 3 –
1. How do muscles help you move your body?

Grade 4 –
1. Why is it beneficial to strengthen your muscles?

Grade 5 –
1. How can strong muscles make your life easier?
**BODY COMPOSITION / WEIGHT MANAGEMENT**

**Enduring Understandings:**
1. Food can be used for energy or stored as fat.
2. All physical activity burns calories.
3. Weight control requires a balance of calories eaten and calories burned.

Students are expected to know and be able to do the following:

**Topic: Calories**

Define body composition.
Define calorie.
Distinguish that people have different sizes and shapes.
Explain that everyone has some fat.
Recognize that you should strive to have the right amount of fat.

Focus Questions:

**Grade Three:**
1. What is your body made of?
2. What is a calorie?
3. Where do you get energy from?

**Grade Four:**
1. What is your body made of?
2. What is a calorie?
3. What is the relationship between body fat and being healthy?

**Grade Five:**
1. What is a calorie?

**Activities:**
1. Complete a worksheet on calories and activities.
**Topic: Nutrients**

1. Identify fat as a nutrient used in the body for energy, warmth, and transportation of vitamins and provides protection for internal organs.
2. State that daily food intake for kids should contain no more than 30% fat.
3. Identify the six main nutrients.

Focus Questions:

Grade Three:
1. Should you eat foods that have fat? Why?

Grade Four:
1. What nutrient is used in the body for warmth, transportation of vitamins, and provides protection for internal organs?

Grade Five:
1. What nutrient is used in the body for warmth, transportation of vitamins, and provides protection for internal organs?

**Topic: Weight Control**

1. Explain that to lose body fat, you can decrease caloric intake, increase caloric expenditure, or use a combination of the two.
2. Discuss that exercise can control the amount of body fat because exercise burns calories and/or fat for energy.

Focus Questions:

Grade Three:
1. Can you control how much you weigh?

Grade Four:
1. How can you control the amount of body fat?

Grade Five:
1. How can you control the amount of body fat?
**Topic: Training Principles/Metabolism**

1. To burn more calories, students need to adjust the intensity of the activity.
2. Students should participate in daily activity to assist in weight control.

Focus Questions:

Grade Three:

Grade Four:

1. How often should you be active to maintain a healthy body weight?

Grade Five:

1. How often should you exercise to maintain a healthy body weight?
2. How can you change your activity to burn more calories?

**Topic: Energy Balance**

1. Explain that to lose body fat, you can decrease caloric intake, increase caloric expenditure or use a combination of both.
2. Discuss that exercise can control the amount of body fat because exercise burns calories and/or fat for energy.

Focus Questions:

1. How can you control the amount of body fat?
2. How often should you exercise to maintain a healthy body weight?
3. How can you change your activity to burn more calories?
4. How does caloric intake/expenditure impact weight management?

**Topic: Health Risk Factors**

1. Identify that too much or too little fat is a health risk.
2. Identify that heart disease is a health hazard of excessive fat.
3. Create an effective way to burn calories for a given food.

Focus Questions:

Grade Three:

1. Is it possible to have too much fat?
2. Is it possible to have too little fat?

Grade Four:

1. What happens to your heart and arteries if you have too much fat?
2. How can you create an effective way to burn calories for a given food?
3. What is the relationship between body fat and being healthy?

Grade Five:
1. What happens to your heart and arteries if you have too much fat?
2. How can you create an effective way to burn calories for a given food?
3. What is the relationship between body fat and being healthy?

**Topic: Body Weight/Body Composition**
1. Explain how being overweight may affect one’s health.
2. Explain how being underweight may affect one’s health.

Focus Questions:
1. What are the health risks of being overweight?
2. What are the health risks of being underweight?
CARE AND PREVENTION OF INJURIES

Enduring Understandings:
1. Dress/Attire can contribute to or prevent climate related injuries.
2. Appropriate muscular conditioning can decrease the chance of sprains and strains.
3. Protective equipment prevents injuries.
4. Application of First Aid Principles may reduce severity of injuries.

Students are expected to know and be able to do the following:

Topic: Conditioning

1. The more fit you are, the less likely you are to get injured.

Focus Questions:

Grade Three:

Grade Four:
1. Why would being fit help prevent injuries?

Grade Five:
1. Why would being fit help prevent injuries?

Topic: Climate/Prevention

1. Identify the importance of dressing warmly when playing in cold weather such as snow.
2. Discuss the need to drink a lot of water and dressing cool when exercising in hot weather.
3. Identify the importance of drinking water to replace the sweat they lose when exercising.
4. Explain why sun screen should be applied to exposed skin on sunny days.

Focus Questions:

Grade Three:
1. How does water help your body?
2. Should you dress differently for changes in weather?
3. Why do you sweat?

Grade Four:
1. Why do you sweat?
   2. When should you start drinking water?

Grade Five:
1. When should you start drinking water? Why?

**Topic: Treatment**

1. Articulate that ice should be placed on a body part that is twisted during activity and rest until the pain goes away.
2. Articulate that covering cuts can prevent infection.

Focus Questions:

Grade Three:
1. What does ice do for an injury?
   2. Why should you clean and cover a cut?

Grade Four:
1. What does ice do for an injury?
   2. Why should you clean and cover a cut?

Grade Five:
1. What does ice do for an injury?
   2. Why should you clean and cover a cut?

**Topic: Training Principles**

1. Identify that intensity should be modified to match the existing weather conditions.
2. Articulate that regular exercise and conditioning may prevent injuries (frequency).

Focus Questions:

Grade Four:
1. How and why should you adjust your activity level to prevent injuries?

Grade Five:
How and why should you adjust your activity level to prevent injuries?

**Topic: Safety**

1. Identify that helmets should be worn when bike riding.
2. Recognize that helmets, wrist guards, knee and elbow pads should be worn when in-line skating, skate boarding, and scooter riding.
3. Explain why certain types of footwear should be worn for specific activities.

Focus Questions:

Grade Three:
1. Why is it important to wear protective gear?
2. When should protective gear be worn?
3. What could happen if you don’t wear the proper footwear?

Grade Four:
Why is it important to wear protective gear?
When should protective gear be worn?
What could happen if you don’t wear the proper footwear?
**SKELETAL FITNESS**

**Enduring Understandings:**

1. The combination of consuming calcium and regular weight bearing exercises improves skeletal strength.

Student are expected to know and be able to do the following:

**Topic: Nutrition**

1. State that calcium is essential for building strong bones and teeth.
2. Give examples of foods rich in calcium.

Focus Questions:

Grade Three:
1. What is calcium?
2. How does calcium help your body?
3. What foods have calcium?

Grade Four:
Why is it important to have calcium in your diet and at an early age?
How does calcium affect you later in life?

Grade Five:
Why is it important to have calcium in your diet and at an early age?
How does calcium affect you later in life?

**Topic: Physical Activity**

1. State that physical activity and nutrition can affect the health of your skeletal system.
2. List types of weight bearing exercises and activities.

Focus Questions:
Grade Three:
1. How can you make your bones strong?

Grade Four:
What does weight bearing mean?

Grade Five:
What does weight bearing mean?
Why is it important to do both, exercise and eat food containing calcium?

Activities:
List five activities that are weight bearing

**Topic: Skeletal Physiology**

1. Explain why bones are different shapes and sizes.
2. Tendons attach bones to muscles.
3. Explain that when muscles pull on bones, your body moves.
4. State that your body is able to stay upright because of the strength of your bones.
5. Define the function of bones (like steel girders in a building, bones serve as a framework to give support). Bones serve to support the body and they also provide protection for certain internal organs.

Focus Questions:

Grade Three:
1. What would happen to your body if you had no bones?

Grade Four:
Why are bones shaped differently?
What do your bones do for your body?

Grade Five:
What is the relationship between muscles and bones.

**Topic: Training Principles**

1. Identify that increasing overload will help to increase bone density.
2. Articulate that proper progression of weight bearing activities can help promote bone density.
3. Identify that specificity can help increase bone density.

Focus Questions:
Grade Three:

Grade Four:
  1. What are some examples of weight bearing activities for your legs.
  2. What are some examples of weight bearing activities for your arms.

Grade Five:
  1. How can you gradually increase how much weight bearing exercises you do?

**Topic: Calcium/Milk**
  1. State good sources of calcium.

  Focus Questions:
  1. Where can you find calcium?
  2. How does calcium help the body?
  3. What if you do not like the taste of milk? How can you still get calcium in diet?
RESPIRATORY BENEFITS OF EXERCISE

Enduring Understandings:
   Through exercise, the respiratory system delivers oxygen to the body more effectively.
   Aerobic exercise increases lung capacity.

Students are expected to know and be able to do the following:

Topic: Respiration

1. Define inhaling and exhaling
2. Articulate that they use the oxygen in the air as fuel for muscles.

Focus Questions:

Grade Three:
   1. What does it mean to inhale?
   2. What does it mean to exhale?
   3. Where does oxygen come from?
   4. What are your lungs used for?

Grade Four:
   What do we use oxygen for?

Grade Five:
   Which activities would most benefit the lungs?

Topic: Disease

1. Identify asthma as a condition that causes difficulty breathing.
2. Articulate that if air is polluted, you bring in oxygen and pollutants into your lungs.

Focus Questions:

Grade Three:

Grade Four:
1. What can air pollution do to you?

Grade Five:
   1. What is asthma?
   2. How is breathing affected by asthma?
   3. Your friend has asthma and didn’t bring his/her inhaler when playing basketball, would you let them play? Explain. (P)

**Topic: Regular Exercise**

1. Discuss the reasons why they breathe faster when they exercise.

Focus Questions:

Grade Three:
   Why do we breathe faster when we are physically active?

Grade Four:
   1. Why do you believe healthy lungs are important?

Grade Five:
   If someone you cared about smoked, would you say something to them? Why or why not?

**Topic Training Principles**

1. Identify that the more respiratory activity you perform, the healthier the lungs become (Time, Progression).
2. Identify that aerobic exercise is good for the lungs (Specificity).
3. Articulate that regular aerobic exercise is good for the lungs (Frequency).

Focus Questions:

Grade Three:

Grade Four:
   What makes an activity good for your lungs?

Grade Five:
   How often should you be active in order to help your lungs stay healthy?
   How can you tell if the activity you are doing is beneficial to your lungs?
   How can you tell if your lungs are working hard enough?
**CARDIO FITNESS**

**Enduring Understandings:**
1. Pulse rate is an indication of how hard you are exercising.
2. The circulatory system supplies blood to all parts of your body.
3. Aerobic exercise strengthens your heart.

Students are expected to know and be able to do the following:

**Topic: Physiology of the Heart**

1. State that the heart is a muscle that pumps blood to your muscles and body.
2. Identify that the heart is a muscle approximately the size of your fist.
3. Locate the heart in the middle of the chest.

Focus Questions:

Grade Three:
1. How big is your heart?
2. Where is your heart located?

Grade Four:
1. What does the heart do?

Grade Five:
1. What is heart activity?
2. Why is activity good for your heart?

Activities:
1. Healthy Heart tag.
2. Cardio games.
3. All Star Action.
4. You like being active with your grandparents. You find out one of them has heart disease. How and why would you modify their activity.
**Topic: Heart Rate**

1. Explain that pulse changes with activity.
2. Define heart rate as the number of beats per minute.
3. Understand that your heart rate tells you how hard you are working.
4. Demonstrate taking their pulse.
5. Locate two areas to find your pulse rate.

Focus Questions:

Grade Three:
1. What makes your heart beat faster?

Grade Four:
1. What is pulse rate?
2. Why is it important to know how hard you are working?

Grade Five:
1. Why is it important to monitor your pulse rate?
2. Why is it important to know how hard you are working?
3. What makes your heart beat faster?

Activities:
1. Heart rate monitors
2. Pulse meters
3. Stations using stethoscope
4. Heart worksheets
5. Locate the two areas to find your heart rate.
FLEXIBILITY

Enduring Understandings:
1. Stretching helps prevent injury.
2. Flexible muscles enhance performance.
3. Training principles improve flexibility.

Students are expected to know and be able to do the following:

Topic: Stretching

Identify that a way to increase flexibility is to stretch.
Identify that stretching produces elastic elongation that increases the extensibility of muscles.
Identify that stretching helps your muscles get ready for exercise.
Perform flexibility exercises as a part of the warm-up and cool down segments of class.

Focus Questions:

Grade Three:
What is flexibility?
What is a warm-up?
What is a cool down?
What are you stretching?
What should proper stretching feel like?

Grade Four:
1. What is the best way to increase flexibility?
2. How does stretching and warm-up help you get ready for exercise?
3. Why are some people more flexible than others?
4. What should proper stretching feel like?

Grade Five:
1. What is the best way to increase flexibility?
2. How does stretching and warm-up help you get ready for exercise?
3. What should proper stretching feel like?
**Topic: Safety**

State some of the reasons for stretching to increase flexibility and to reduce the risk of injury, reduce the chance of low back pain, and help relieve emotional tension.

Identify the following safety rules for stretching:
- Ballistic stretching has the potential for causing injury.
- Using partners to help you get extra stretch can cause injury because they do not know how much pain you are in and may force your body part too far.
- Start at a proper level and know when to increase the frequency, intensity, or amount of time of flexibility exercises.
- Stretch according to what you feel not according to what others do.
- Include flexibility with cardiovascular and muscular strength training programs to prevent muscle imbalance from occurring.

Focus Questions:

Grade Three:
1. What are the safety rules for stretching?

Grade Four:
1. What are the reasons for improving your flexibility?
2. What are the safety rules for stretching?
3. Why is it important to have flexibility when playing sports?
Topic: Training Principles

1. Discuss that to increase flexibility one must engage in a deliberate training program. This could be in the form of a separate flexibility program or combined with the warm-up and cool-down phases of your overall fitness program.

2. State that proper stretching should contain the following elements:
   - Method – use static stretch
   - Frequency – stretch each muscle group daily if possible, but at least three days a week. Stretch before and after work outs.
   - Intensity – stretch muscles beyond their normal length. They should feel stretch sensations in the muscles and not in the joint.
   - Time – hold each stretch 15-30 seconds to feel the tightness release.

Focus Questions:
Grade Three:
1. What do you need to do before you stretch?
2. How often should you stretch to improve your flexibility?
3. How long should you hold each stretch?

Grade Four:
1. What do you need to do before you stretch?
2. How often should you stretch to improve your flexibility?
3. How long should you hold each stretch?

Grade Five:
1. What do you need to do before you stretch?
2. How often should you stretch to improve your flexibility?
3. Why should you stretch muscles beyond their normal length?
4. How often should you stretch to improve your flexibility?
**NUTRITION**

**Grade 4 - Enduring Understandings:**
1. The kind and amount of food you eat affects your body composition.

**Topic: Calcium/Milk**
2. State good sources of calcium.
   
   Focus Questions:
   4. Where can you find calcium?
   5. How does calcium help the body?
   6. What if you do not like the taste of milk? How can you still get calcium in diet?

**Topic: Snacking**
1. Define fast-food.
2. Compare the fat/calorie content of their favorite foods.
3. Describe the importance of snack choices.

**Topic: Energy Balance**
3. Explain that to lose body fat, you can decrease caloric intake, increase caloric expenditure or use a combination of both.
4. Discuss that exercise can control the amount of body fat because exercise burns calories and/or fat for energy.
   
   Focus Questions:
   5. How can you control the amount of body fat?
   6. How often should you exercise to maintain a healthy body weight?
   7. How can you change your activity to burn more calories?
   8. How does caloric intake/expenditure impact weight management?

**Topic: Calories and Energy**
1. Define calorie
2. Understand that calories accumulate

**Topic: Nutrients**
1. Identify the six main nutrients.
2. Identify sources of carbs, protein and fat.
3. List some health risk factors associated with fat.
4. Compare fat contents between foods.
5. Explain why some fat is good in your diet.
Grade 5 Enduring Understandings:
1. Foods contain various nutrients.

Topic: Nutrients
1. Identify the uses of carbs protein and fat.
2. List some health risk factors associated with fat.
3. Compare fat contents between foods.
4. Explain why some fat is good in your diet.

Focus Questions:
1. What nutrient is used in the body for warmth, transportation of vitamins, and provides protection for the internal organs?
2. Should you have fat in your diet?
3. Identify carbs, fats, proteins, vitamins, minerals, and water.
4. Why do you need carbs, protein and fat?

Topic: Body Weight/Body Composition
3. Explain how being overweight may affect one’s health.
4. Explain how being underweight may affect one’s health.

Focus Questions:
3. What are the health risks of being overweight?
4. What are the health risks of being underweight?

Topic: Food Labels
1. Locate food labels on food products.
2. Identify the key topics listed on food labels (serving size, servings per container, calories per serving, calories from fat, etc.)
3. Determine the number of calories in a container with multiple servings.
4. Recognize that there can be more than one serving in a container with multiple servings.

Focus Questions:
Where can you locate food labels?
Why is it important to be able to interpret a food label?
Why is serving size important?
Why are servings per container important?
Why are calories important?
Why is it important to know where calories come from?
How can you use food labels to regulate the amount of a nutrient you ingest?
Why does the government require food labels?
Topic: Recommended Daily Allowances (RDA)

1. Define recommended daily allowance (RDA) as the amount of any nutrient that should be ingested during one day.
2. Recognize that consuming too many calories per day is linked to gaining weight.

Focus Questions:
1. What is Recommended Daily Allowance (RDA)?
2. Why is it important to know what RDA’s are?
The Middle School Curriculum

BENEFITS OF EXERCISE TO HEALTH & LIFE

Enduring Understandings:
1. Good personal health and fitness may help to control risk factors.
2. The training principals are essential to maintain and improve fitness.
3. Health and fitness often determine mortality rate.

Students are expected to know and be able to do the following:

Topic: Regular Activity

1. Understand that regular activities will improve fitness

Focus Questions:

Grade Six -
What is: obesity, heart disease, joint pain, stress, cancer, regular activity?
How do these conditions affect the human body?
What are examples of regular physical activity?

Grade Seven –
1. What is: obesity, heart disease, joint pain, stress, cancer, regular activity?
2. How do these conditions affect the human body?
3. What are examples of regular physical activity?
4. What would motivate you personally to participate in a regular activity? (P)

Grade Eight –
1. What is: obesity, heart disease, joint pain, stress, cancer, regular activity?
2. How do these conditions affect the human body?
3. What are examples of regular physical activity?
4. What would motivate you personally to participate in a regular activity? (P)
Activities:

Grade Six -
1. Participate in physical activity of one hour duration, outside of school (written activity log/journal).
2. Participate in jogging or vigorous walking during physical education class.

Grade Seven –
1. Participate in physical activity of one hour duration, outside of school (written activity log/journal).
2. Participate in jogging or vigorous walking during physical education class.

Grade Eight –
1. Participate in physical activity of one hour duration, outside of school (written activity log/journal).
2. Participate in jogging or vigorous walking during physical education class.

**Topic: Disease**

1. Articulate that people are of greater risk of obesity, heart disease, joint pain, stress and cancer if they do not exercise regularly.

Focus Questions:

Grade Six -
1. Who can be inflicted with obesity, heart disease, joint pain, stress, and cancer?

Grade Seven –
1. Who can be inflicted with obesity, heart disease, joint pain, stress, and cancer?
2. How likely are you to get sick from lack of exercise?

Grade Eight –
1. Who can be inflicted with obesity, heart disease, joint pain, stress, and cancer?

Philosophical Question:

Why should you be concerned about an exercise program now for diseases that may not occur until later in life?
Topic: Training Principles

Understand that people must follow the training principles (frequency, intensity, time and type) in order to gain a benefit.

Focus Questions:
Grade Six -
1. Define the terms frequency, intensity, time and type?
2. How do these principles enhance a regular workout?
3. How can you increase frequency, intensity, and time for a variety of activities?

Grade Seven –
1. What are some activities that you could use to illustrate these training principles?

Grade Eight –
1. What are some activities that you could use to illustrate these training principles?

Activity

Grade Six -

1. Regularly participate in a physical activity of one-hour duration outside of school for at least a period of one month (20 - 30 days). They will participate in at least two different activities during that period. They will report on the activities and when they were able to fit them into their daily routine.
2. Keeps a fitness log of both inside and outside school physical activities, noting the training principles of FITT?

Grade Seven –

1. Regularly participate in a physical activity of one-hour duration outside of school for at least a period of one month (20 - 30 days). They will participate in at least two different activities during that period. They will report on the activities and when they were able to fit them into their daily routine.
2. Keeps a fitness log of both inside and outside school physical activities, noting the training principles of FITT?

Grade Eight –

1. Regularly participate in a physical activity of one-hour duration outside of school for at least a period of one month (20 - 30 days). They will participate in at least two different activities during that period. They will report on the activities and when they were able to fit them into their daily routine.
2. Keeps a fitness log of both inside and outside school physical activities, noting the training principles of FITT?
MUSCULAR DEVELOPMENT

Enduring Understandings:
1. Muscle fibers adapt to specific training.
2. Principles of training affect muscular capacity.
3. Non-use of a muscle group results in muscular atrophy.
4. The muscles that are contracting during activity are the muscles being trained.
5. Good nutrition and resistance exercise enhances muscular fitness.

Students are expected to know and be able to do the following:

Topic: Muscle Groups

1. Distinguish which muscle groups are being strengthened for a wide variety of physical activities.
2. Justifies resistance training using a whole body approach as opposed to isolating muscles
3. Give examples of antagonistic muscle groups
4. Distinguish the function of large and small muscles.
5. Accepts their own body type and modifies their physical activity to improve their own wellness.

Focus Questions:

Grade Six –
1. How can you tell which muscle groups are being worked?

Grade Seven -
1. How can you isolate a muscle group?
2. How can a muscle or group of muscles be isolated?
3. Why would this (isolation) be done?
4. When you play a sport, do you use just one muscle group?
5. Why is it important to work different muscle groups?

Grade Eight –
1. How can you isolate a muscle group?
2. How can a muscle or group of muscles be isolated?
3. Why would this (isolation) be done?
Activities:

Grade Six -
1. Participates in resistance training exercises.

Grade Seven –
1. Participates in resistance training exercises.

Grade Eight –
1. Participates in resistance training exercises.

Philosophical Question:
Given that there are a variety of body types of kids in your class, why do some kids want to change their appearance?

**Topic: Related Activities**

Participate in a wide variety of activities that enhance muscular development through resistance
Identify the training principles and how they make a variety of activities beneficial to muscular development.
Relate muscle development to caloric expenditure during activity and inactivity
Explain the relationship between muscular development and bone density through weight bearing exercises.
Understand that muscular development does not inhibit flexibility
Relate stretching to safety in strength training.

Focus Questions:

Grade Six -
1. What is muscular development?
2. How do activities enhance muscle development?

Grade Seven -
1. Explain the relationship between bone density and weight bearing exercise.
2. How are muscles related to flexibility?

Grade Eight –
1. Explain the relationship between bone density and muscular development.
2. Explain the relationship between flexibility and muscular development.
3. What activities are used for slow twitch and fast twitch movements?
Activities:

Grade 6 -
   1. Organize muscular development activities, exercises and movements by fast twitch vs. slow twitch and/or muscle groups.

Grade Seven –
   1. Organize muscular development activities, exercises and movements by fast twitch vs. slow twitch and/or muscle groups.

Grade Eight –
   1. Organize muscular development activities, exercises and movements by fast twitch vs. slow twitch and/or muscle groups.

**Topic: Fiber Types**

1. Define slow twitch muscle fibers as red fibers that are used for movements endurance
2. Define fast twitch muscle fibers as white fibers that are used for explosive activities.
3. Define anaerobic activity
4. Compare the benefits of anaerobic to aerobic activity
5. Differentiate which movements require slow twitch and which require fast twitch during a given activity or sport
6. Explain why atrophy and/or hypertrophy can occur. Explain the difference between the two.
7. Define progression as gradually increasing the intensity of exercise
8. Describe overload in muscle training as increasing the intensity, frequency and time.
9. Describe specificity as improving the muscles that you are working on.

Focus Questions:

Grade Six -
   1. How does aerobic and anaerobic activity differ?
   2. How is the overload principle applied?
   3. What training principals must be maintained in order for overload to occur?
Grade Seven –
1. How is the overload principle applied?
2. What training principals must be maintained in order for overload to occur?

Grade Eight –
1. How do fast and slow twitch muscle fibers apply to aerobic and anaerobic activity?
2. How is the overload principle applied?
3. What training principals must be maintained in order for overload to occur?

Activities:

Grade Six -
1. Identify a machine or activity that strengthens a particular muscle group. Match activities to the muscles that are being worked.
2. Explain the difference between atrophy and hypertrophy.
3. Define progression and tell why it is important in muscular development.

Grade Seven –
1. Identify a machine or activity that strengthens a particular muscle group. Match activities to the muscles that are being worked.

Grade Eight –
1. Identify a machine or activity that strengthens a particular muscle group. Match activities to the muscles that are being worked.

Philosophical Question:
Is muscular development a necessary component to achieve and maintain overall health and fitness? Explain your reasoning.

**Topic: Methods of Strength Training**

Differentiate between the methods of increasing muscular strength such as plyometrics, weight training, resistance training, and/or aerobic training.

Appraise the benefits of core training

Focus Questions:

Grade Six -
1. What is considered your core?
2. How do we improve the strength of the core?
3. What activities can be done to increase muscular strength?
4. How are the different training methods used to increase muscular strength?
   (plyometrics, isometrics, weight training, resistance training, aerobic training)
5. Why is core training important to muscular development?
6. Can you train too frequently?

Grade Seven –
1. How would you train for muscular endurance?
2. How would you train for muscular strength?
3. What activities can be done to increase muscular strength?
4. How are the different training methods used to increase muscular strength?
   (plyometrics, isometrics, weight training, resistance training, aerobic training)

Grade Eight –
1. What activities can be done to increase muscular strength?
2. How are the different training methods used to increase muscular strength?
   (plyometrics, isometrics, weight training, resistance training, aerobic training)
3. How would you train for muscular endurance?
4. How would you train for muscular strength?
5. How can training with too great intensity cause injury?

Activities:

Grade Six -
1. Participates in a variety of muscular development activities.

Grade Seven –
1. Participates in a variety of muscular development activities.

Grade Eight –
1. Participates in a variety of muscular development activities.

**Topic: Muscle Function**

1. Differentiate between flexion and extension of a muscle group.
2. Explain what antagonistic muscles are.
3. Identify the function of skeletal muscles.

Focus Questions:

Grade Six -
1. What is flexion? What is extension?
2. Why do you have antagonistic muscles?

Grade Seven –
1. Why is it crucial to maintain a healthy skeletal muscle system?

Grade Eight –
1. Why is it crucial to maintain a healthy skeletal muscle system?

Activities:

Grade Six -
Relate weight training to the role of antagonistic muscles.

**Topic: Health Benefit**

1. Recognize that all components of wellness are affected by improved muscular fitness.
2. Recognize that everyone can improve muscular strength with training.
3. Recognize that there are different body types and accept their own.
4. Accepts that people are different.
5. Proper nutrition can aid in muscular development.
6. Protein helps build muscle.

Focus Questions:

Grade Six –
Can everyone benefit from muscular development training?

Grade Seven -
1. What are the benefits to improving musculature?
2. Can everyone benefit from muscular development training?
3. How are the components of wellness affected by muscular development?

Grade Eight –
1. What are the benefits to improving musculature?
2. Can everyone benefit from muscular development training?
3. How are the components of wellness affected by muscular development?

Activities:

Philosophical Question:
Which aspect of muscular development is most beneficial to you? Performance or Fitness. Why?
**BODY COMPOSITION / WEIGHT MANAGEMENT**

**Enduring Understandings:**

1. Weight control is a balance between calories consumed and calories expended.
2. Exercise can control the percentage of body fat by increasing the body’s metabolism.
3. Consuming the proper proportion of the six main nutrients, combined with exercise ensures a healthy BMI.
4. An unhealthy BMI indicates an increased chance of risk factors.
5. A combination of resistance training, aerobic exercise and adjusting caloric intake manages weight most effectively.

Students are expected to know and be able to do the following:

**Topic: Nutrition**

2. Decide whether the amount of fat in a food item is within the daily recommended allowance by reading a food label. (Daily intake, calories, fat etc.)
3. Compare saturated fats (much less healthy) to polyunsaturated or monounsaturated fats.
4. Decide whether the amount of calories in a food item is within the daily allowance by reading the label.
5. The recommended number of servings of fruits and vegetables is five per day.
6. List the six main nutrients.
7. What is cholesterol?
8. How does cholesterol affect your wellness?

**Focus Questions:**

Grade Six -

1. What is a calorie?
2. What is metabolism?
3. How does regular exercise affect metabolism?
4. What types of food would you find saturated fats in? Trans fats?
5. Why is it important to eat fruits and vegetables?
6. What is the relationship of food to health?
7. What is cholesterol?
Grade Seven –
1. Why do you want to increase HDL’s and lower LDL’s?
2. What are saturated fats and trans fats a factor in the heart health risk factor of high cholesterol?
3. Why is it important to eat fruits and vegetables?
4. How many servings of fruits and vegetables should you eat each day?
5. What is the relationship of food to health?

Grade Eight –
1. Why do you want to increase HDL’s and lower LDL’s?
2. What are saturated fats and trans fats a factor in the heart health risk factor of high cholesterol?
3. Why is it important to eat fruits and vegetables?
4. How many servings of fruits and vegetables should you eat each day?
5. What is the relationship of food to health?
6. How did you develop your current nutritional habits(P)?

Activity:

Grade 6 –
Compare several food labels. Given these choices make a decision as to which you would choose as a snack and why.

Grade 7 –
Compare several food labels. Given these choices make a decision as to which you would choose as a snack and why.

Grade 8 –
Compare several food labels. Given these choices make a decision as to which you would choose as a snack and why.
Topic: BMI/Body Composition

1. Identify that fat cells are made during adolescence.
2. Calculate their own BMI using at least one of the BMI formulas
   i. BMI = \( \text{WEIGHT} \times \frac{700}{\text{HEIGHT}} \)
   a. HEIGHT
   or a chart or a skinfold reading.
3. Define lean body mass as the amount of muscle tissue and other non-fat tissue such as bone, ligaments, and tendons.
4. Recognize obesity as having a BMI \( \geq 30 \). Recognize that a healthy percentage of body fat for a male is 10-20% and 15-25% for a female. Compare their number to a standard.

Focus Questions:
Grade Six -
1. Adolescence is from what ages?
2. What is BMI? How do you calculate BMI?
3. Why is adolescence a critical time in one’s body composition?
4. What is meant by lean body mass?
5. What is the indicator of obesity?
6. How does obesity impact wellness?
7. What are recognized as healthy percentages?
8. What are the risks of being above or below the healthy percentage?

Grade Seven –
1. How can knowledge of one’s BMI be helpful in gauging one’s personal fitness?
2. What is BMI? How do you calculate BMI?
3. How does obesity impact wellness?

Grade Eight –

How can knowledge of one’s BMI be helpful in gauging one’s personal fitness?
What is BMI? How do you calculate BMI?
How does obesity impact wellness?

Activities:
Grade Six -
Calculate your BMI and compare to a standard measurement chart.

Grade Seven –
Calculate your BMI and compare to a standard measurement chart.

Grade Eight –
Calculate your BMI and compare to a standard measurement chart.
**Topic: Training Principles**

1. Define frequency as regular exercise 3-6 times per week.
2. Define intensity as the harder you work the more calories you burn off. And you raise your metabolism.
3. Explain that you must work for an extended period of time to burn calories and raise your metabolism.
4. Define overload as harder than normal everyday activities.
5. Relate that increasing gradually the length of time you workout is progression.
6. Define specificity as aerobic exercise burns more calories and last longer.

Focus Questions:
Grade Six –
1. What are the training principles?
2. What does FITT stand for and give examples.
3. Explain with examples what progression, overload and specificity mean.

Grade Seven -
1. What are the training principles?
2. What does FITT stand for and give examples.
3. How can we modify a regular exercise session/routine using the training principles?
4. Why is the implementation of training principles effective in managing one’s personal wellness?
5. Explain with examples what progression, overload and specificity mean.

Grade Eight –
What are the training principles?
What does FITT stand for and give examples.
How can we modify a regular exercise session/routine using the training principles?
Why is the implementation of training principles effective in managing one’s personal wellness?
Explain with examples what progression, overload and specificity mean.

Activities:

Grade Six -
Exercise and give examples of the training principles used.

Grade Seven –
Exercise and give examples of the training principles used.

Grade Eight –
Exercise and give examples of the training principles used.
Topic: Weight Control

1. Illustrate that weight management is the balance of calories consumed versus calories expended.
2. Define body composition as the amount of muscle, fat, bone and other tissue.
3. Identify that an ideal diet for kids should be composed of 15% protein, 30% fat and 55% carbohydrates.
4. Identify inactivity as the major cause in increased body fat.
5. Explain the relationship between exercise, metabolism and body fat.
6. Consciously practices a lifestyle that includes exercise and controls body fat with the end result being burning calories and increased metabolism.
7. Identify that 3,500 calories consumed without expending them creates one pound of body weight.

Focus Questions:
Grade 6 -
1. What is weight management?
2. What is body composition?
3. What are proteins, fat, and carbohydrates? (examples of each)
4. What are different types of fats?
5. Which are better or worse?
6. Why are some fats better or worse for us relative to cholesterol?
7. How are metabolism, regular exercise, and caloric intake/expenditure tied together?
8. How many calories consumed create one pound of body weight?

Grade 7 –
How would you find out what is in a food product?
Why is serving size a major consideration to one’s choices prior to consumption?
Why are some fats better or worse for us relative to cholesterol?
How are metabolism, regular exercise, and caloric intake/expenditure tied together?

Grade 8 –
How should a typical person’s daily intake look in percentages of protein, fat, and carbohydrates?
Why are some fats better or worse for us relative to cholesterol?
How are metabolism, regular exercise, and caloric intake/expenditure tied together?
How can you tell if you are consuming more calories than you expend?

Activities:
Grade 8 -
1. Practice a lifestyle that includes exercise and controls body fat with the end result being burning calories and increased metabolism. (Keep a log)
2. Students practice calculating caloric balance and weight gain/loss.
Topic: Health Risk Factors

1. Associate multiple health hazards with excessive fat: breathing difficulties, diabetes, cancer, high blood pressure, heart disease, stroke, kidney disorders, surgical risk, and pregnancy problems, less resistance to infection, shortened life expectancy and social discrimination.

Focus Questions:

Grade Six –
- What is a health risk associated with excessive fat?
- Why is excessive fat a health risk factor?
- What is a healthy range of BMI?
- What is a healthy range of percentage of body fat?

Grade Seven –
- 1. Why is excessive fat a health risk factor?

Grade Eight –
- 1. Why is excessive fat a health risk factor?

Activities:

Grade Six – Select a health consequence of too much body fat and report on how fat causes that condition.

Grade Seven – Select a health consequence of too much body fat and report on how fat causes that condition.

Grade Eight - Select a health consequence of too much body fat and report on how fat causes that condition.
Topic: Myths

1. Articulate that muscle does not turn into fat.
2. Conclude that there is no easy way to get and stay in shape and that spot reducing does not exist.
3. Articulate that fat does not turn to muscle.
4. Fat and muscle tissue are composed of two entirely different types of cells. The two never convert.
5. You can lose or gain fat.
6. You can lose or gain muscle.

Focus Questions:

Grade Six -
   What are myths associated with weight management?
   Why don’t muscle and fat convert?

Grade Seven -
   How do you lose or gain muscle?
   How do you lose or gain fat?

Grade Eight –
   How do you lose or gain muscle?
   How do you lose or gain fat?
CARE AND PREVENTION OF INJURIES

Enduring Understandings:
1. Dress/Attire can contribute to or prevent climate related injuries.
2. Good flexibility reduces the chance of injury.
3. Appropriate muscular conditioning can decrease the chance of sprains and strains.
4. Over-use and over-exertion can cause injury.
5. Reducing local fluid swelling to an injured area aids in recovery.
6. Protective equipment and proper footwear can prevent injury.

Students are expected to know and be able to do the following:

Topic: Treatment

1. Define the acronym RICE and articulate its relation to sprains and strains.

Focus Questions:

Grade Six -
1. What does each letter of RICE stand for?
2. How does proper attire/footwear prevent injury?

Grade Seven –
1. Why does swelling occur?
2. Why does discoloration occur to an injured area?

Grade Eight -
1. How does appropriate muscular conditioning impact risk of injury?
2. How is skeletal health impacted by planning conditioning sessions?
3. How do the conditioning principles impact severity of injury?
4. How does cross training help you to avoid injury?
**Topic: Skeletal Care**

1. Identify muscle, tendons, and ligaments as the stabilizers of joints and the role strengthening plays in joint injury prevention.
2. Articulate that long bones are more susceptible to fracture because of their function and hollowness.

Focus Questions:

Grade Six –

1. What is a muscle, a tendon and a ligament?
2. Why is it important to strengthen the muscles, tendons, and ligaments in relation to joints?
3. Which are the long bones? (give examples)
4. Why are they more susceptible to injuries?

**Topic: Prevention**

1. Distinguish between pain and discomfort.
2. Predict what would happen if you did not properly dress for the weather conditions.
3. Explain the importance of wearing non-constricting multilayered clothing, including gloves, hats, masks, and socks, to prevent cold injuries from occurring.
4. Explain why it is important to hydrate prior to exercise.
5. Predict what injuries may occur in a variety of sports if you are a “weekend athlete”. (Frequency)
6. Vary the intensity to decrease the risk of injury. (Intensity)
7. Predict how varying the time of an activity can affect the chance of injury from over use. (Time)
8. Explain the relationship between overloading a body system during a workout and how that can help to improve fitness and reduce the risk of injury. (Overload)
9. Reduce the risk of injury by gradually increasing the intensity of their workout. (Progression)
10. Apply both strength and flexibility conditioning to a variety of muscle groups in order to prevent injury to those muscles. (Specificity)
11. Protective equipment can prevent injuries.

Focus Questions:

Grade Six -
1. What clothing choices would you make when exercising in hot or cold weather?
2. What is hydration? Why is it important?
3. What injury consequences are you risking by ignoring the training principles?
4. What is different between pain and discomfort?
5. What is strain/sprain?
6. What is cool down/warm-up?
7. How do warm-ups/cool-downs aid in injury precaution?
8. What guidelines should you follow when organizing an exercise program?

Grade Seven -
1. How should you deal with pain during activity?
2. How should you deal with discomfort?
3. How should you deal with a sprain? A strain?

Grade Eight -
1. How might your body respond to not following training principles? Be specific.
2. How does risk of injury differ between those who participate in regular activity and those who are “weekend warriors”?

Grade Six -
1. Demo a warm-up and/or cool-down activity.
2. Draw a conclusion of the risk of injury if they don’t follow each of the training principles.
3. List a variety of protective equipment, the body parts they protect and how they work.

Grade Seven –
1. Demo a warm-up and/or cool-down activity.
2. Draw a conclusion of the risk of injury if they don’t follow each of the training principles.
3. List a variety of protective equipment, the body parts they protect and how they work.

Grade Eight –
1. Demo a warm-up and/or cool-down activity.
2. Draw a conclusion of the risk of injury if they don’t follow each of the training principles.
3. List a variety of protective equipment, the body parts they protect and how they work.
SKELETAL FITNESS

Enduring Understandings:
1. Weight bearing exercise increases bone density.
2. Skeletal strength enables quality movement.
3. The combination of ingesting calcium and regular weight bearing exercises improves bone density.
4. The combination of calcium rich foods and weight bearing exercises improves skeletal fitness.
5. Bone density can be increased through nutrition and activity during youth.
6. The rate of bone deterioration can be slowed later in life by activity and good nutrition.

Students are expected to know and be able to do the following:

Topic: Physical Activity

1. Describe how your body adapts to weight bearing exercise
2. Explain how weight bearing exercises can help increase bone mass and strengthen your skeletal system.
3. Categorize osteoporosis as a risk factor and describe how the training principles and calcium rich foods can affect that risk.
4. Give examples of weight bearing exercises.

Focus Questions:
Grade Six -
1. What is osteoporosis?

Grade Seven -
1. How can the training principles lower the risk of osteoporosis?

Grade Eight -
1. Why is the combination of diet and exercise important to skeletal fitness?

Activities:
Grade Six -
1. Have a balanced diet that includes calcium rich foods and regular exercise.
2. Design a weight bearing exercise plan that can be completed in class.

Grade Seven –
1. Design a weight bearing exercise plan that can be completed in class.
Grade Eight –
   1. Design a weight bearing exercise plan that can be completed in class.

**Topic: Skeletal Physiology**

1. Explain how weight bearing exercises can help increase bone mass and strengthen your skeletal system.
2. Distinguish between the Different kinds of bones in the skeletal system. (Long, short, flat and irregular)
3. Give an example of each type of bone and where it is found in the body.
4. Detail the functions of the skeletal system. (to provide a strong, stable, and mobile framework on which muscles can act, protect your organs and tissues from trauma, produce new red and white blood cells, and store minerals such as calcium and phosphorus).
5. Explain the relationship between bones, bone marrow and blood. (bone marrow is inside of your bones, blood is made in the marrow.
6. Why do you need to build strong bones during your teen years? Distinguish between a ligament (attaching bone to bone) and a tendon (Attaching muscle to bone or another muscle).
7. How would you strength the skeletal system?
8. Compare two different bones and how they work in conjunction with muscles to perform a sports’ skill.

Focus Questions:

Grade Six –
   1. What are weight bearing exercises?
   2. What are four types of bones and where are they found?
   3. What is the function of the skeletal system?
   4. What is a ligament and tendon? What role does each have?

Grade Seven -
   1. How are weight bearing exercises beneficial for skeletal fitness?
   2. Why is it important to increase bone mass?
   3. Why would you want to maintain the health of the skeletal system?

Grade Eight –
   1. How does the health of the soft tissue (ligaments & tendons) affect skeletal health?
**Topic: Nutrition**

1. Explain why proper diet is important to skeletal health.

Focus Questions:

**Grade Six** -
1. What are calcium rich foods?
2. What benefits for your skeletal system is from calcium?
3. Why is the combination of proper diet and exercise important to skeletal fitness?

**Grade Seven** –
4. Why is the combination of proper diet and exercise important to skeletal fitness?
5. How can proper diet and exercise lower your risk of osteoporosis?

**Grade Eight** –
1. Why is the combination of proper diet and exercise important to skeletal fitness?
2. How can proper diet and exercise lower your risk of osteoporosis?
CARDIO FITNESS

Enduring Understandings:
1. The condition of the heart and lungs can be affected (positively or negatively) by the amount of aerobic exercise.
2. Aerobic exercise can reduce controllable heart health risk factors.
3. Exercise in one’s target heart rate zone and the principles of training contribute to cardio fitness.
4. Aerobic exercise increases the efficiency of the heart and lungs.

Students are expected to know and be able to do the following:

Topic: Respiration

1. Articulate that the purpose of aerobic training is to improve the body's ability to deliver oxygen to muscles and to expire carbon dioxide from the lungs.
2. Describe the effects that exercise has on the lungs.

Focus Questions:

Grade Six -
1. What is aerobic training?
2. What is the purpose of cardio-vascular exercise?

Grade Seven -
Why would you want to participate in aerobic training?

Grade Eight –
1. Why would you want to participate in aerobic training?

Activities:

Grade Six -
1. Participate in aerobic activities.

Grade Seven –
1. Participate in aerobic activities.

Grade Eight –
Participate in aerobic activities.
**Topic: Aerobic and Anaerobic Activity**

1. Articulate that air is partly oxygen.
2. Differentiate between aerobic and anaerobic exercise and give an example of each.
3. State the relationship between aerobic exercise and blood pressure.

**Focus Questions:**

**Grade Six -**
1. Define the terms aerobic and anaerobic? (example of each)
2. What is blood pressure and what could high blood pressure be an indicator of?

**Grade Seven -**
What is relationship between aerobic exercise and blood pressure (during and after training)
Why is aerobic exercise important to the management of high blood pressure?
Why would you want to lower high blood pressure?

**Grade Eight -**
1. Why does a conditioned person have a lower resting heart rate than someone who is not conditioned? Support your answer.
2. Why is aerobic exercise important to the management of high blood pressure?
3. Why would you want to lower high blood pressure?
4. Given the choice between an aerobic exercise and an anaerobic exercise, which would you choose and why?
5. How could you combine aerobic and anaerobic activities into one workout and what would be the benefit?

**Activities:**

Grade Six - Determine from a list of exercises which is aerobic and be able to defend your decision.

Grade Seven – Determine from a list of exercises which is aerobic and be able to defend your decision.

Grade Eight - Determine from a list of exercises which is aerobic and be able to defend your decision.
Topic: Regular Exercise

1. Articulate that regular exercise allows the lungs to be more efficient.
2. Predict the difference in resting heart rate between an individual who is unconditioned to one who is conditioned.
3. Explain that the lower your resting heart rate the more time your heart gets to rest between beats.
4. Articulate that when oxygen levels are too low, the brain sends a signal to the lungs, telling them to work harder.

Focus Questions:

Grade Six –
1. What is meant by regular exercise?
2. What is a benefit of a lower resting heart rate?
3. How can regular exercise affect the cardio-respiratory system.

Grade Seven -
1. Why would you want to have a lower resting heart rate?
2. Overtime, what is the benefit of a lower resting heart rate?
3. Why do you breathe easier after participating in regular exercise?
4. What occurs when oxygen levels in your body are too low?

Grade Eight -
1. What activities can be done to up lung efficiency and lower resting heart rate?
2. How can you increase lung capacity?

Activities:

Grade Six - Participate in aerobic activities.

Grade Seven - Participate in aerobic activities.

Grade Eight - Participate in aerobic activities.
**Topic: The Physiology of the Heart**

1. Explain that the pressure of the blood on the artery walls causes pulse.
2. Define blood pressure as the measure of the blood forced against the walls of the arteries.
3. Explain that blood circulates from the heart out to the muscles and back to the heart; and carries oxygen and nutrients.
4. Explain that stroke volume is the amount of blood the heart pumps with each cycle.

Focus Questions:

**Grade Six** -
1. What is heart rate, resting heart rate, THR, MHR?
2. How would you calculate each?
3. What is pulse?
4. What is blood pressure?
5. What are veins, arteries, and what do they do?
6. What does the blood carry to the muscles?
7. How is pulse affected by physical activity?
8. How does the heart muscle become stronger?

**Grade Seven** -
1. What is stroke volume?
2. How is pulse affected by physical activity?
3. How does the heart muscle become stronger?
4. Why would you want a better conditioned heart?

**Grade Eight** –
1. How is pulse affected by physical activity?
2. How does the heart muscle become stronger?

Activities:

**Grade Six** -
1. Demonstrate taking pulse before, during and after exercise.
2. Calculate RHR, THR, MHR. (given the THR zone)

**Grade Seven** –
1. Demonstrate taking pulse before, during and after exercise.
2. Calculate RHR, THR, MHR (calculate own THR zone)

**Grade Eight** –
1. Demonstrate taking pulse before, during and after exercise.
2. Calculate RHR, THR, MHR (calculate own THR zone)
**Topic: Training Principles**

1. Explain that increasing heart rate through exercise strengthens the heart muscle.
2. Apply the concepts of frequency, intensity, time, overload, progression, and specificity and relate pulmonary fitness to controllable health risk factors.
3. Target heart rate zone can be used to determine intensity for a cardio vascular workout.

Focus Questions:

**Grade Six:**
1. How do concepts of FITT, O & P work in creating an aerobic workout?
2. What are the effects of cardio respiratory fitness on cardiac efficiency.
3. Why would you want your cardio-respiratory system to be efficient?

**Grade Seven:**
1. How can you manipulate the training principles of FITT and O & P when creating an aerobic workout?
2. Why would you want your cardio-respiratory system to be efficient?

**Grade Eight –**
1. How can you manipulate the training principles of FITT and O & P when creating an aerobic workout?
2. Why would you want your cardio-respiratory system to be efficient?
3. How can you determine a safe and effective intensity for your cardio vascular workout?

Activities:

**Grade Six -**
1. Apply the concept of FITT and designate a workout and/or fill out an activity sheet.
2. Choose an activity and demonstrate the FITT principle.
3. Experiment with different ways of checking the intensity of a workout.
4. Figure out your HR, RHR, THR, MHR.

**Grade Seven –**
1. Apply the concept of FITT and designate a workout and/or fill out an activity sheet.
2. Choose an activity and demonstrate the FITT principle.
3. Experiment with different ways of checking the intensity of a workout.
4. Figure out your HR, RHR, THR, MHR.
Grade Eight –
1. Apply the concept of FITT and designate a workout and/or fill out an activity sheet.
2. Choose an activity and demonstrate the FITT principle.
3. Experiment with different ways of checking the intensity of a workout.
4. Figure out your HR, RHR, THR, MHR.

**Topic: Risk Factors**

1. Articulate how a healthy cardio-respiratory system affects wellness.
2. Articulate that being heart healthy depends on the ability of our body to deliver oxygen and nutrients to muscle, tissue, organs and bones that we need oxygen to produce energy in the muscles.
3. Explain how increased levels of cholesterol affect the body (arteriosclerosis and heart disease).
4. Explain HDL and LDL.
5. State the 6 risk factors associated with heart diseases that are controllable as: inactivity, obesity, high blood pressure, high cholesterol level, stress and smoking. (Three are uncontrollable: gender, heredity and age.)

Focus Questions:

**Grade Six -**
1. What is the cardio-respiratory system?
2. What is cholesterol and how does it effect the body?
3. What is the difference between HDL and LDL?
4. What are the six controllable risk factors?
5. What are the three that are uncontrollable?
6. Why would you want to raise HDL and lower LDL?
7. How does participating in regular exercise help lower your risk factors for heart disease?

**Grade Seven –**
1. How does a cardio-respiratory system affect wellness?
2. What are the six controllable risk factors?
3. What are the three that are uncontrollable?
4. Why would you want to raise HDL and lower LDL?
5. How does participating in regular exercise help lower LDL?
6. How does participating in regular exercise help lower your risk factors for heart disease?

**Grade Eight –**
1. What are the six controllable risk factors?
2. What are the three that are uncontrollable?
3. Why would you want to raise HDL and lower LDL?
4. How does participating in regular exercise help lower your risk factors for heart disease?

Activities

Grade Six -
1. Determine from a list of exercise, which is aerobic, and be able to defend decision (exercises that condition the heart and lungs are: aerobic dancing, bicycling, brisk walking, stationary cycling, hiking uphill, jogging, jumping rope, rowing and swimming...)
2. Compare the methods of checking for intensity such as the talk test, target heart rate or perceived rate of exertion and demonstrate use of at least one during a workout.
3. Demonstrate taking pulse before, during and after aerobic activity

Grade Seven –
1. Compare the methods of checking for intensity such as the talk test, target heart rate or perceived rate of exertion and demonstrate use of at least one during a workout.
2. Demonstrate taking pulse before, during and after aerobic activity

Grade Eight –
1. Compare the methods of checking for intensity such as the talk test, target heart rate or perceived rate of exertion and demonstrate use of at least one during a workout.
2. Demonstrate taking pulse before, during and after aerobic activity
FLEXIBILITY

Enduring Understandings:

1. Improper stretching has the potential for causing injury.
2. Good flexibility improves performance.
3. Proper application of training principles can increase flexibility and decrease the risk of injury.

Students are expected to know and be able to do the following:

Topic: Muscles and Joints

Explain and demonstrate the kind of motion the joints in the body allow.

- Pivot - such as in the neck - rotating motion
- Hinge joint - Such as in the knee - permits back and forth motion
- Ball and socket - Such as the hip and shoulder - allowing for movement in many different directions
- Gliding joint - such as wrists and ankles - allow bones to slide over one another

Focus Questions:

Grade Six -
1. What are the types of joints?

Activities:

Grade Six - Give an example of each type of joint and where it is located.

Grade Seven - Give an example of each type of joint and where it is located.

Grade Eight - Give an example of each type of joint and where it is located.
Topic: Stretching

1. Explain and demonstrate the kind of motion these joints in the body allow:
   - Pivot: such as in the neck – rotating motion
   - Hinge joint: such as in the knee – permits back and forth motion
   - Ball and socket: such as the hip and shoulder – allowing for movement in many different directions
   - Gliding joint: such as wrist and ankles – allow bones to slide over one another

Focus Questions:

Grade Six -
   Where are the neck, chest, shoulder, lower back, hamstrings, groin, quadriceps, calves, and Achilles tendon?
   How does proper stretching help avoid injury and discomfort?

Grade Seven –
   How does proper stretching help avoid injury and discomfort?

Grade Eight –
   1. How does proper stretching help avoid injury and discomfort?

Activities:

Grade Six -
   Demonstrate how to stretch ___________(specific muscle). Repeat with variety of muscles.

Grade Seven –
   1. Demonstrate how to stretch ___________(specific muscle). Repeat with variety of muscles.

Grade Eight –
   1. Demonstrate how to stretch ___________(specific muscle). Repeat with variety of muscles.
**Topic: Range of Motion**

1. Articulate that flexibility is the lengthening of the muscles and if you do not use the range of motion available in a joint, muscles begin to shorten and you lose flexibility.
2. Full range of motion promotes safe and effective stretching.

**Focus Questions:**

Grade Six –

1. What is range of motion?
2. How can you measure range of motion in different joints?
3. How do you maintain flexibility through out your life?
4. How can you improve flexibility through out your life?

Grade Seven –

1. How can you measure range of motion in different joints?
2. How do you maintain flexibility through out your life?
3. How can you improve flexibility through out your life?

Grade Eight –

1. How can you measure range of motion in different joints?
2. How do you maintain flexibility through out your life?
3. How can you improve flexibility through out your life?
**Topic: Safety**

State some of the reasons for stretching to increase flexibility are to reduce the risk of injury, reduce the chance of low back pain, and help relieve emotional tension.

Focus Questions:

Grade Six -
1. What is tension?
2. How are different kinds of stretching important to different kinds of sports?
3. How is flexibility related to low back pain?
4. How can stretching relieve tension?

Grade Seven –
1. What kind of injuries can occur through inflexibility?
2. How are different kinds of stretching important to different kinds of sports?
3. How is flexibility related to low back pain?
4. Why do inflexible muscles cause low back pain?
5. How can stretching relieve tension?

Grade Eight –
1. What kind of injuries can occur through inflexibility?
2. How are different kinds of stretching important to different kinds of sports?
3. How is flexibility related to low back pain?
4. How can stretching relieve tension?

Activities:

Grade Six -
1. Explain the causes of tension.
2. Demonstrate dynamic and static stretches.

Grade Seven –
1. Demonstrate dynamic and static stretches.

Grade Eight –
1. Demonstrate dynamic and static stretches.
Topic: Training Principles

Apply the concepts of frequency- stretch each muscle group daily or 3x week, intensity- stretch beyond normal, time- hold stretch for 10 – 15 sec, overload- to stretch a muscle longer than normal, progression - gradual increase intensity by stretching farther (1st time hold the longer or increase the number of stretches, then stretch farther), specificity- stretching specific muscles at specific joints, and relate flexibility to controllable health risk factors.

Explain how poor flexibility affects a person’s quality of life.

Explain the relationship between strength and flexibility and tell why you should do both. (Keep muscles on opposite sides of a joint balanced)

Focus Questions:

Grade Six -
1. How often should you stretch to gain a benefit?
2. How does poor flexibility affect a person’s quality of life?
3. What is the relationship between strength and flexibility?
4. Why is it important to be strong and flexible?

Grade Seven –
How often should you stretch to gain a benefit?
How do you overload your muscles to improve flexibility?
How do you improve your flexibility over time?
How does poor flexibility affect a person’s quality of life?

Grade Eight –
1. How often should you stretch to gain a benefit?
2. How do you overload your muscles to improve flexibility?
3. How do you improve your flexibility over time?
4. How does poor flexibility affect a person’s quality of life?

Activities:

Grade Six - Demonstrate a stretch, using proper form for each of the following areas: neck, shoulders, back, hips, hamstrings, thighs, and calves.

Grade Seven - Demonstrate a stretch, using proper form for each of the following areas: neck, shoulders, back, hips, hamstrings, thighs, and calves.

Grade Eight - Demonstrate a stretch, using proper form for each of the following areas: neck, shoulders, back, hips, hamstrings, thighs, and calves.
STRESS

Enduring Understandings:
1. Regular exercise enhances the body’s ability to respond to stressors.
2. Regular exercise discourages negative behaviors
3. Good lifestyle decisions can lessen stressors.
4. Exercise provides an outlet for emotions.

Students are expected to know and be able to do the following:

Topic: Stressors
1. Identify that anxiety, depression and stress can have harmful effects on the quality of life.
2. Articulate that a stressor is something that causes stress.
3. Articulate that both good events and bad events can be stressors.(ie. TV, video games, events)

Focus Questions:

Grade Six -
What are stressors?
What kinds of events can be stressors?

Grade Seven -
How does anxiety, depression and stress have a harmful effect on your life?
How does regular exercise help lessen stressors?

Topic: Physical Activity

1. Relate how exercise, especially regular exercise, enhances the body’s ability to respond to stress.

Focus Questions:

Grade Six -
1. How can regular exercise and physical fitness help you to cope with stress?

Grade Seven –
1. How can regular exercise and physical fitness help you to cope with stress?

Grade Eight –
1. How can regular exercise and physical fitness help you to cope with stress?
**Topic: Relaxation and Meditation**

1. Perform deep breathing exercises.

Focus questions:

Grade Six -
How does deep breathing help you to relieve stress?

Grade Seven –
1. How does deep breathing help you to relieve stress?

Grade Eight –
1. How does deep breathing help you to relieve stress?

**Topic: Lifestyle**

1. Understand that fruits and vegetables contain nutrients that help to relieve stress.
2. Articulate that limiting caffeine and staying hydrated is beneficial to the nervous system and assists in combating the effects of stress.
3. Understand that they should take responsibility for their own stress.

Focus Questions:

Grade Six -
1. What types of foods are best to fight the bad effects of stress?

Grade Seven -
1. How is good hydration helpful in fighting stress?
2. Why is it up to each person to take responsibility for their own stress?
3. How do certain foods help us deal with stress?

Grade Eight –
1. Why is it up to each person to take responsibility for their own stress?
2. How do certain foods help us deal with stress?
**Topic: Training Principles**

1. Each person should monitor their own stress and take steps to keep it in balance with the rest of their lives (frequency).
2. Correlate stress with the relevant health risk factors (blood pressure, body weight, cholesterol)
3. Plan time to relax and exercise (time).
4. Be able to perform exercises and relaxation methods that reduce stress (specificity).

**Focus Questions:**
1. Who is responsible for managing your stress?
2. Is stress self imposed or does it come from other people and events?
3. How does stress effect blood pressure, body weight and cholesterol?
4. When is a good time for you to relax and exercise?
5. How can you fit relaxation and exercise into your daily routine?
6. What are some relaxation methods that you can do?

**Activities:**
1. Demonstrate relaxation methods that reduce stress.

**Topic: Psychological Responses and Emotions**

Articulate that perceptions are based on past experiences, influenced by personality traits and are difficult to unlearn. Our perceptions become our reality.

**Focus questions:**
1. What is a perception?
2. What are the major experiences that we have in our lives that could influence our perceptions?
3. How are our perceptions influenced by our experiences and personalities?
4. Why do past experiences have impact upon who we are now?
Topic: Negative Behaviors

1. Understand that TV and video games can be over stimulating and increase stress levels.
2. Understand that overeating and being overweight can stress our bodies.
3. Understand that inactivity can lead to stress.

Focus questions:
1. Are TV and video games stimulating or relaxing? Why?
2. How is being overweight stressful? How?
3. How is inactivity stressful? How?
**Enduring Understandings:**
1. Food content information is available to consumers to assist in making healthy nutritional choices.

**Topic: Food Labels**
- Read a food label.
- Identify the different parts of a food label.
- State the purpose for having food labels.
- Relate the nutrition label to the U.S. Dietary Guidelines.
- Recognize that nutrition labels can be used to both limit or increase nutrients that one needs to consumer.

**Focus Questions:**
1. What are the different parts of a food label?
2. Why do we have food labels?
3. How does a food label compare with the U.S. Dietary Guidelines?

**Activity:**
Food Label examination

**Topic: Ingredient List**
1. Locate the ingredient list.
2. Identify which nutrients and ingredients are included in food.
3. Understand that ingredients are listed in order of quantity on the food label.

**Focus Questions**
1. How do you know what ingredients are included in food?

**Topic: Serving Size**
- Determine or evaluate the appropriate serving size for their selected food items.
- Calculate the total calories in several different containers.

**Focus Questions:**
1. How will you determine the appropriate serving size for selected food items?

**Topic: Carbohydrates, Glucose, Desserts**
1. Define carbohydrates.
2. Define fiber.
3. Categorize desserts.
4. Modify dessert choices based on the carbohydrate ingredients.
5. Recommend types of carbohydrates that should be eaten.

Focus Questions:
What parts of a food give you energy?
What is a carbohydrate?
What types of food have fiber?
What do you think fiber means?
Which desserts have a lot of calories? Why?
Which desserts have low carbohydrates? High carbohydrates?
How could you choose a desert that gives you the correct level of carbohydrates you need?

Topic: Nutrients
1. Define a nutrient.
2. Identify the six main nutrients.

Focus Questions:
1. What is a nutrient?
2. What are the six main nutrients?

Activities:
1. Create a nutritionally balanced diet.
2. List the ways to acquire nutrients.

Topic: Body Weight/Body Composition
1. Use body mass index formula to determine BMI.
2. Identify the causes of obesity.
3. Identify health risks associated with being overweight.
4. Debate on whether the use of “portion size” is a good tool in determining the appropriate amount to fat.
5. Understand the concept of % of Body fat.
6. Calculate several BMIs.

Focus Questions:
1. What is the BMI of a 13 year-old boy/girl who is 125 lbs. and 66 inches tall?
2. What are the contributing factors that lead to obesity?
3. What is obesity?
4. What are the health risks associated with obesity?
5. What is portion size?
6. What is meant by % of Body Fat?
7. How is % of body fat determined?
8. How is BMI determined?
**Topic: Vitamins**

1. Define a vitamin.
2. Identify at least three reliable sources that provide information on vitamins.
3. Describe basic functions of vitamins.

**Topic: Minerals**

1. Define a mineral.
2. Describe the basic functions of major minerals.
3. Differentiate between a vitamin and a mineral.

**Topic: Calories And Energy**

1. Define metabolism.
2. Relate exercise intensity to metabolism.
3. Relate exercise intensity to caloric intake.
4. Identify factors that affect metabolic rate.
5. Define caloric intake.

Focus Question:

1. What is resting metabolic rate?
2. What is active metabolic rate?
3. How does metabolic rate affect caloric expenditure?

Activities:

1. Participate in several physical activities. Predict which activity will raise metabolic rate the highest. Justify your prediction.
2. Participate in a choice of activity. Alter the activity to increase metabolism by increasing the intensity. What proof would you have to show that metabolic rate may have increased?

**Topic: Fats**

Compare the differences between saturated fat, monounsaturated, polyunsaturated, and hydrogenated fats.

Explain how the fat content in your diet may affect your risk of disease.
Define trans fats.

Focus Questions:

1. What are the caloric differences between fat, protein and carbohydrates?
GRADE 7

Enduring Understandings:
Food content can affect your health

Topic: Calcium/Milk

1. Describe the recommended daily intake of calcium.
2. Compare the different types of milk – whole, low fat, fat free and organic.
3. Explain options if you do not like milk or can not take it.
4. Explain the relationship between calcium intake and health.

Focus Questions:
1. Why is calcium good for you?
2. Where can you find calcium?
3. How does calcium help the body?
4. What if you do not like the taste of milk? How can you still get calcium in diet?

Activity:
1. Choose a food combination to get the recommended 1,300 mg. of calcium.
2. List diseases that can occur without the proper amount of calcium.

Topic: Nutrients

1. Recognize that your body can make some, but not all nutrients.
2. Relate nutrients to energy for your body.
3. Recognize that each person’s body requires different nutrient amounts.

Focus Questions
How can you get the necessary nutrients?
How do nutrients relate to your energy level?
Why do people require different amounts of nutrients?

Activities:
1. Create a nutritionally balanced diet.
2. List the ways to acquire nutrients.
**Topic: Food Labels**

1. Recognize that similar food products may have dissimilar nutritional values.
2. Differentiate between desirable and undesirable elements on a food label.

**Focus Questions:**

- How can similar food products differ in nutritional value?
- Why should some nutrients be minimized in one’s diet?
- Why should some nutrients be maximized in one’s diet?
- Why should nutrients such as trans fats, cholesterol and sodium be avoided or taken in lesser amounts?
- Why should dietary fiber and vitamins be ingested more?

**Activity:**

Compare two food labels from home. Which is the better choice?

**Topic: Vitamins**

- Define a fat soluble vitamin.
- Define a water soluble vitamin.
- List the major types of water soluble and lipid soluble vitamins.
- Explain the importance of vitamins to the body.

**Topic: Minerals**

- Describe how deficiencies or excesses of minerals influence health or physical activity.

**Topic: Fats**

1. Compare fat contents between fast-foods and healthy foods.
GRADE 8

Enduring Understandings:
You can control your health by making good dietary choices.

Topic: Carbohydrates, Glucose, Desserts
1. Identify foods/drinks with simple and complex carbohydrates.
2. Explain the impact of refined sugar on health.
3. Explain the impact of complex carbohydrates to health.
4. Justify meal choices based on sugar content.

Focus Questions:
1. What is a simple carbohydrate?
2. What is a complex carbohydrate?
3. Which foods have complex carbohydrates?
4. Why should you pay attention to the type of carbohydrates in your food?
5. What are refined sugars?
6. What is the impact of refined sugars on your health?
7. What is the impact of complex carbohydrates on your health?
8. Which meals are best to eat based on their sugar content?
9. Discuss the types of carbohydrates you should eat.

Topic: Food Industry & Society (Vitamin Supplements)
1. Explain why food is placed in the store where it is.
2. Advertising.

Activities:
1. Analyze the groups that influence the food industry and their motives.

Topic: Diseases
1. Predict the physical effects of someone suffering from coronary heart disease.
2. Explain the sources of cholesterol.
3. Discuss the functions of cholesterol in the body.
4. Compare the effects of LDL and HDL in the body.
5. Examine some possible misconceptions about cholesterol.
6. Define coronary heart disease.
7. Explain why coronary heart disease occurs.
8. Identify habits that would contribute to developing coronary heart disease.
9. Recommend habits that would help avoid developing coronary heart disease.
10. Explain how blood pressure is measured.
11. Examine the potential causes of high blood pressure.
12. Describe the possible treatments someone may need to alleviate the symptoms of coronary heart disease.

**Topic: Diets**
Will discuss the importance of a balanced diet.

Focus Questions:
1. What is fast-food?
2. How would you create a healthy menu?
3. Why is it important to have a balanced diet?
4. Why are healthy snacks important?
5. What is the reasoning for a food guide pyramid?

Activity:
Create a healthy menu (breakfast, lunch, dinner).

**Topic: Recommended Daily Allowances (RDA)**

Recognize that RDA’s are based on a 2000 calorie daily intake.
State that intake of saturated fat, trans fat, and cholesterol should be as low as possible to keep a nutritionally beneficial diet.
Recognize the number of servings an individual consumes determines the actual number of calories consumed.

Focus Questions:
What are the RDA’s caloric intake recommendations based on?
What are saturated fat, trans fats, cholesterol and sodium?
Why should one limit intake of saturated fats, trans fats, cholesterol, and sodium.
How do serving size and calories relate?

**Topic: Vitamins**

1. List the principle causes of vitamin deficiencies and some associated diseases processes.
2. List the vitamins that are most consistently low in the adult female and male populations.
**Topic: Minerals**

1. Explain why mineral mega-doses are harmful.

   Focus Questions:
   1. How do deficiencies or excesses of minerals influence health and physical activity?
   2. What are minerals and their importance?
   3. What minerals are essential to nutrition?
   4. Why are mineral mega-doses harmful?
   5. How does your body use minerals?
   6. What happens if you do not get the minerals you need?

**Topic: Eating Disorders**

1. Define anorexia.
2. Define bulimia.
3. Know that help is available for prevention and treatment of eating disorders.
4. Discuss food traditions in their family and culture in which they are raised.
Enduring Understandings:

Numerous risk and protective factors determine an individual's overall risk for or resistance to substance abuse.

Adolescents are especially vulnerable to substance abuse and addiction, as drugs affect the areas of the brain responsible for motivation and impulse control. These same areas undergo rapid change during adolescence.

Developing refusal skills allows individuals to avoid substance abuse and still maintain relationships.

Topic: The Basics

Focus Questions:

What are drugs?

How do we differentiate between drug use and drug abuse?

How do we define illicit and prescription drugs? Are there any other substances other than illicit and prescription drugs used for the purpose of intoxication?

If substances are legal, can they be abused by an individual? If so, what are they, and how are they abused?

Why are some substances good (or useful) and why are some substances harmful? What is the difference between the two?

How does substance abuse impact both individuals and society?

What are substance abuse risk factors? Where or how can they influence an individual?

What are substance abuse protective factors? Where or how can they influence an individual?

If substances are legal, can they be abused?

Why do individuals turn to substance abuse?
Why would someone, especially someone you know, try to get you to use a substance that is not good for you?

Many kids start using substances (particularly tobacco and alcohol) with friends. Why?

**The students will be able to do the following:**

Define substance abuse, tolerance, addiction, and dependence.

Identify the wide variety of substances that are abused (energy drinks, caffeine, O.T,C.’s, prescription medication, tobacco, alcohol).

Describe how peer, media and family influence substance abuse.

Identify the short term consequences of substance abuse.

Identify the long term consequences of substance abuse.

Identify life skills (i.e. problem solving, resisting peer pressure, developing friendships, and coping with stress) helpful in resisting substance abuse.

Develop skills that help form strong positive relationships.

Describe two circumstances, one where someone influenced you to do something that was good for you and another when someone influenced you to do something that was wrong.

Articulate that involvement in healthy extracurricular activities can help individuals build a positive peer group, enhance self-esteem, and increase life skills.

Role-play effective refusal strategies in avoidance of substance abuse.

Identify responsible adult(s) who would be helpful in avoiding substance abuse.

Create questions which concern your curiosity of substance abuse. Then identify individuals one can be trusted to whom they can pose these questions.

**Resources**

Substance Abuse Prevention Curriculum Guide

Centers for Disease Control and Prevention
[www.cdc.gov](http://www.cdc.gov)

Above the Influence (National Youth Anti-Drug Media Campaign)
[www.abovetheinfluence.com](http://www.abovetheinfluence.com)
Grade 7 - Alcohol

Enduring Understandings:
1. Alcohol can diminish a person's emotional, physical and social well-being, health and decision making.
2. Internal/external influences affect decision making.
3. Refusal strategies can diminish unwanted social pressure to drink.

Essential Questions:
How does the use of alcohol affect physical, emotional and social health?
How does alcohol use lead to dependency?
How can refusal strategies be protective against the usage of alcohol?

Focus Questions:
What is alcohol?
What in alcohol products is harmful?
Is alcohol addictive?
How are the terms alcohol use, alcohol misuse and alcohol abuse different? How are they similar?
What are warning signs that a person is intoxicated?
What are the parts of the body that alcohol can harm?
What are diseases or complications that can result from alcohol abuse? In adolescents? In adults?
How long does alcohol stay inside your body?
Can alcohol use affect athletic/sport performance?
Can alcohol cause you to gain weight?
How can youth alcohol abuse lead to poor decisions and risky behaviors?
Why must you be 21 years of age to legally buy or drink alcohol products?
Why is combining alcohol with energy drinks exceedingly dangerous?
Why might adolescents or adults abuse alcohol?
Where can you go to for help?

Students are expected to know the following:
1. The various parts of the body that are affected by alcohol use, misuse and abuse- short term.
2. The various parts of the body that are affected by alcohol use, misuse and abuse- long term.
3. The legal repercussions of underage alcohol use.
4. The coping mechanisms that help adolescents resist alcohol.
5. The skills and strategies needed to avoid or refuse alcohol in peer pressure situations.

Students will be able to do the following:
Engage in the study of alcohol, its use and abuse, and alcoholism. Discuss the relationship between each.
Explore alcohol content of various beverages.
Create a flow chart to demonstrate the process of how alcohol distributes in the body over the course of time.
Investigate actual rates of alcohol use in their age group.
Understand how alcohol affects human behavior and consider how it could affect each student personally.
Examine social benefits of using or not using alcohol.
Identify internal and external factors which influence decision-making.
Generate a standard phrase/refusal strategy to decline if they are asked to try alcohol.
Identify examples of positive and negative peer pressure related to alcohol.
Analyze the various methods the media uses to “glamorize” alcohol use.
Identify reliable and appropriate resources for help.
Conduct a guardian/parent interview asking open-ended questions about their parents’ feelings and opinions regarding alcohol use.

Alcohol Resources:
http://www.thecoolspt.gov/index.asp
http://www.cdc.gov/alcohol/resources.htm
http://www.southernct.edu/drugalcoholresource/ (info tabs on the left sidebar)
http://www.tcadr.org/
http://www.addict-help.com/

Grade 8-Tobacco

Enduring Understandings:
1. Understanding how tobacco can diminish a person’s emotional, physical, and social well-being will support healthy and informed decision making.
2. There are positive ways to enhance a person’s quality of life without tobacco.
3. Building self-confidence and preparing for peer pressure situations can reduce the risk of the usage of tobacco.

Essential Questions:
How does the use of tobacco affect physical, emotional and social health?
How and where do I find information and resources about tobacco?
How can communication be protective against the usage of tobacco?

Topic: Tobacco

Focus Questions
1. What is a stimulant?
2. What does nicotine do?
3. How many people use tobacco?
4. Why do people start smoking?
5. Who is most likely to become an addict?
6. What in cigarette smoke is harmful?
7. Why do smoker’s have the “smoker’s cough”?
8. Define chronic bronchitis, emphysema, cancer and chronic obstructive pulmonary disease?
9. What are the dangers of second-hand smoke?
10. What is being done to protect people from the hazards of smoking?
11. What are spit tobacco and snuff?
12. What are the health risks of smoking pipes or cigars?
13. How does tobacco affect the economy?
14. How does cigarette smoke affect your heart?
15. How do people quit smoking?
16. Where can I go for help?
17. How does quitting affect a lifelong smoker?
18. How does smoking affect pregnancy?

Students are expected to know the following:
1. The various regions of the brain and how they are altered by tobacco
2. The coping mechanisms that help adolescents resist tobacco.
3. The physical side-effects that result from tobacco use.
4. The benefits of not starting versus quitting tobacco.
5. The social and financial benefits of not smoking.
6. The difficulty of quitting an addiction, including symptoms of withdrawal.
7. The harmful effects of second-hand smoke.
8. The skills and strategies needed to avoid or refuse peer pressure situations.

Students will be able to do the following:
1. List healthy coping mechanisms that can strengthen the resistance to choose tobacco.
2. Describe how the use or nonuse of tobacco may affect future goals.
3. Explore various strategies smokers can use to successfully quit tobacco.
4. Create an action plan, including at least five quitting strategies that an addict can follow in order to successfully quit using tobacco.
5. Research the addictive effects of nicotine on the brain and summarize the process by which tobacco is used and absorbed, leading to increased dopamine levels.
6. Demonstrate how to access accurate sources of information about tobacco use.
7. Discuss the relationship between adolescent ages and the likelihood of addiction.
8. Define the process of withdrawal and list the related symptoms that may occur in this process.
9. Describe the short and long term physical effects of using tobacco.
10. Define second-hand smoke and summarize the effects from exposure to others’ tobacco use.
11. Write a persuasive letter to a friend including at least five facts as to why s/he should not smoke.
12. Evaluate the weekly, monthly, annual costs of using tobacco products and make comparisons to more intelligent ways of using that money.
13. Examine the social benefits of not using tobacco.
14. Describe how peer, media, and family influence decisions about using tobacco.
15. Analyze and present different methods media uses to influence the use of tobacco.
16. Use effective refusal/avoidance strategies with peer pressure situations.
17. Through role-play, demonstrate refusal techniques and assertive communication skills to refuse tobacco use.
18. Create an educational letter, poster, brochure, or flyer intended their peers into avoiding/quitting tobacco use.
19. Conduct a guardian/parent interview asking open-ended questions about their parent’s feelings and opinions regarding tobacco use.

Resources

- “Meet Your Incredible Brain”
- “Smoking Gun”
- “How can I Quit Smoking?”
- Teacher Guide “Teen Files Smoking: Truth or Dare?”
- “The Truth about Tobacco Ads”
  [http://www.healthteacher.com](http://www.healthteacher.com)

[www.cdc.gov](http://www.cdc.gov)  Center for Disease Control and Prevention
[www.cancer.org](http://www.cancer.org)  American Cancer Society
[www.smokefree.gov](http://www.smokefree.gov)  National Cancer Institute
[www.lung.com](http://www.lung.com)  American Lung Association
The High School Curriculum

Grade 9

BENEFITS OF EXERCISE TO HEALTH & LIFE

Enduring Understandings:

1. Good personal health and fitness may help to prevent certain diseases.
2. Following the training principles is essential to attain a positive outcome from regular exercise.
3. People who are healthy and fit have a lower mortality rate.

Students are expected to know and be able to do the following:

Topic: Regular Exercise

1. Define lifetime activity as an activity one can engage in to improve or maintain physical fitness throughout their life.
2. Categorize which activities are lifetime activities.
3. Examine which activities you currently engage in are lifetime activities.

Focus Questions:

1. What is it that makes an activity something that you can do for your life?
2. What activities do kids your age do that would be difficult for an older person?
3. What would make those activities difficult for them?
4. What is a lifetime activity?
5. Can older people remain physically active?
6. Can older people improve their fitness?
7. Which physical activities do you do now can be done throughout your lives?
8. How can regular exercise affect your physical fitness throughout your life?
9. Predict how your choices for physical activity will change in the future (5-15 years)?
10. What role will good personal health play in disease prevention and maintaining a high quality life?

Activities:
Philosophy Question:
Prioritize your life (ie. Family, friends, career, exercise, sports, money, religion, etc.)
Where does daily exercise rank on your list and why?

**Topic: Disease**

1. Explain the effect of exercise, in terms of mortality rate and the onset of disease, on people who meet the minimum standard of physical activity versus those who get no exercise at all.

Focus Questions:
1. What is the minimum amount of exercise a person should get to get some health benefit?
2. Why are there so many people who get no exercise at all?
3. What is the increase in the chance of dying for those people who get no exercise at all compared to those who get the minimum amount of exercise?
4. How does regular exercise effect your chances of dying?
5. List 10 diseases that you are more likely to get from not exercising?
6. What is the effect of exercise in terms of the benefit you get from mortality and preventing disease?
7. How does good personal health relate to disease prevention and maintaining a high quality of life?
8. Why is it beneficial for a person to meet the minimum standard of physical activity?

**Topic: Personal Health and Fitness**

1. Differentiate between health related fitness (components of fitness that directly relate to one’s health; muscle strength, muscle endurance, body composition, flexibility, cardiovascular endurance) and skill related fitness (components of fitness that relate to one’s athletic ability; speed, agility, power).
2. Construct a personal fitness plan engaging in lifetime activities designed to improve or maintain your health.

Focus questions:
1. List 10 skill related physical activities.
2. List 10 health related physical activities.
3. What does skill related mean?
4. What does health related mean?
5. Describe speed, agility, power, coordination and balance.
6. Describe body composition, strength, endurance, flexibility, and cardiovascular.
7. What is the difference between health related and skill related activities?
8. How are health related and skill related activities connected?
9. Construct a personal fitness plan in which you will engage in lifetime activities designed to improve your health.
10. How will engaging in a lifetime personal fitness plan improve or maintain your health.

**Topic: Training Principles**

Illustrate the use of the principles of progression, overload, and specificity to demonstrate how each applies to improving or maintaining fitness level.

**Focus Questions:**
1. How would your make progress over time to improve your strength, flexibility, cardio respiratory and skeletal fitness?
2. Why does your level of fitness improve when you overload?
3. Why does only the area of your body that you exercise improve?
CARE AND PREVENTION OF INJURIES

Enduring Understandings:
1. Dress/Attire can contribute to or prevent climate related injuries.
2. Muscular conditioning can decrease the chance of sprains and strains.
3. Skeletal health is affected by conditioning.
4. Application of first-aid principles may reduce severity of injuries.
5. Ingesting the proper nutrients is essential for skeletal health.

Students are expected to know and be able to do the following:

Topic: Conditioning

1. Describe cross-training as participating in a variety of training and conditioning programs in order to maximize physical fitness and/or performance.
2. Identify shin splints as a common lower leg injury.
3. Prescribe reverse calf stretches and tubing exercises to prevent shin splints.
4. Relate physical conditioning to injury prevention (injuries interrupt conditioning; the better physical condition you are in the less likely you are to get injured).
5. Explain that improving physical conditioning is dependent on being able to sustain regular activity. (frequency)

Focus Questions:
1. How can cross-training help you maximize physical fitness and performance?
2. Why is physical conditioning an important factor in injury prevention?
3. How do injuries affect frequency of exercise and overall conditioning?

Topic: Exercising in Heat

1. Identify hyperthermia as an excessive rise in body temperature.
2. Categorize the three stages of heat illness. (heat cramps: inability of the body to take care of internally generated heat; heat exhaustion: reaction of the body characterized by fatigue, weakness, and collapse due to loss of fluids through perspiration; heat stroke: reaction of the body characterized by extremely high body temperature and disturbance of the body’s cooling mechanism)
3. Recommend preventive measures to avoid heat illness. (wear light colored clothing; wear clothing that allow air to get to your body; exercise during the cooler parts of the day)
Focus Questions:
1. What are the three stages of hyperthermia?
2. How can hyperthermia become a life-threatening situation?
3. How can you protect yourself from heat-related injuries?
4. Why is water the most important factor in heat illness prevention?

Topic: Exercising in Cold Weather

1. Identify hypothermia as an excessive drop in body temperature.
2. Categorize two stages of cold illness. (frost nip: a mild form of cold injury; frostbite: damage to skin and other tissues caused by injury)
3. Recommend preventive measures to avoid cold illness. (wear layers; wear a hat to keep in heat; keep skin covered)

Focus Questions:
1. What are the two stages of hypothermia?
2. How can hypothermia become a life-threatening situation?
3. How can you protect yourself from cold weather related injuries?

Topic: Skeletal Care

1. Describe different ways bones can be stressed: tension, compression, bending, torsion, and shearing.
2. Differentiate between a closed fracture (bone does not penetrate the skin) and an open fracture (bone penetrates the overlaying skin).
3. Explain proper first aid procedure applied to broken bones. (call 911 or seek medical attention; immobilize the injured area and ice; do not move the victim unless in immediate danger; try not to leave the victim)
4. Practice weight bearing exercises and proper nutrition as a means of developing bone density.
5. Compare and contrast characteristics of healthy and weak bones

Focus Questions:
1. How can skeletal (bone) injuries occur?
2. What is the difference between an open and a closed fracture?
3. How would you assist a person who has suffered a broken bone?
4. Name several weight bearing exercises. How do these exercises help in the prevention of skeletal diseases?
5. Why is nutrition an important element to skeletal care?
6. How do healthy and weak bones differ?
**Topic: Joint Motion and Stability**

1. Differentiate between a sprain and a strain. (a sprain is an injury to a joint; a strain is an injury to a muscle)
2. Explain proper first aid for musculoskeletal injuries. (ice, rest, compression, elevation, refer to a medical doctor)
3. Define ligaments as fibrous tissue connecting bone to bone.
4. Define tendons as fibrous tissue connecting muscle to bone.
5. Recommend taping and bracing as a means of artificial support used to stabilize joints.

Focus Questions:
1. How do injuries affect joint motion and stability?
2. What first aid care would you provide for a musculoskeletal injury?
3. How is taping and braces used to help people with joint injuries?

**Topic: Warm-up & Cool Down**

1. Practice a warm-up and cool down as part of their daily exercise routine.

Focus Questions:
1. Why are warm-ups and cool down essential in preventing injuries?
2. How can proper warm-ups and cool downs affect your performance?

**Topic: Philosophical**

Focus Questions:
1. Assessing your current exercise practices, how do you protect yourself from injury?
2. In your opinion, how effective is the warm-up at the beginning of physical education class in preventing injuries? Justify your answer.

Activities
1. You have an opportunity to try a new activity. There is a risk to the activity as well as a physical benefit. What consideration would go into determining whether or not to try it? Would you try the activity? Why or why not?
Introduction To Weight Training And Safety

Enduring Understandings:

1. Muscles need to be flexible and strong
2. Muscles are made up of bundles of fibers
3. Regular stretching helps to prevent injuries to the muscular system
4. Lean muscle takes up less space in the body
5. Lean muscle burns more calories even at rest
6. There is a relationship between physical activity and good health
7. The body will become stronger if increased demands are placed upon it

Focus questions:
What are the three types of muscles?
Which type of muscle helps the body to move?
What are the major muscles of the body?
What is a set?
What is a rep?
What is rest?
What is resistance training?
What equipment is used for resistance training?
What are the benefits of resistance training?
How does one become stronger?
What is meant by the term spotting?
What is a complementary muscle action?
What is progressive resistance?
What are micro tears?
Why must someone perform specific exercises to improve specific areas of the body?
How do you prevent muscle soreness?
Why would you use gradual progression?
How is weight training beneficial to all individuals?

Philosophical
How will you use the information about weight training we learned in class, to improve your life?
How does the need for regular exercise compare with the need for daily grooming?

Objectives
1a. The students will be able to demonstrate proper technique in executing the bench press.
1b. The students will be able to demonstrate proper technique in spotting a partner in the bench press.
1c. The students will be able to identify the muscle group that is strengthened by the bench press.
2a. The students will be able to demonstrate proper technique in executing the curl.
2b. The students will be able to demonstrate proper technique in spotting a partner in the curl.
2c. The students will be able to identify the muscle group that is strengthened by the curl.
3a. The students will be able to demonstrate proper technique in executing the lat pull-down.
3b. The students will be able to demonstrate proper technique in spotting a partner in the lat pull-down.
3c. The students will be able to identify the muscle group that is strengthened by the lat pull-down.
4a. The students will be able to demonstrate proper technique in executing dips.
4b. The students will be able to identify the muscle group that is strengthened by dips.
5a. The students will be able to demonstrate proper technique in executing wrist curls.
5b. The students will be able to demonstrate proper technique in spotting a partner in the wrist curls.
5c. The students will be able to identify the muscle group that is strengthened by wrist curls.
6a. The students will be able to demonstrate proper technique in executing the triceps push down.
6b. The students will be able to demonstrate proper technique in spotting a partner in the triceps push down.
6c. The students will be able to identify the muscle group that is strengthened by the triceps push down.
7a. The students will be able to demonstrate proper technique in executing stomach crunches.
7b. The students will be able to identify the muscle group that is strengthened by stomach crunches.
8a. The students will be able to demonstrate proper technique in executing leg extensions.
8b. The students will be able to identify the muscle group that is strengthened by leg extensions.
9a. The students will be able to demonstrate proper technique in executing leg curls.
9b. The students will be able to identify the muscle group that is strengthened by leg curls.
10a. The students will be able to demonstrate proper technique in executing step ups.
10b. The students will be able to identify the muscle group that is strengthened by step ups.
   1. The students will be able to define a “set”.
   2. The students will be able to define a “rep”.
14. The students will be able to articulate and consistently perform the following rules for safety while executing a lift:
   14a. Evenly load the bar with the collars in place.
   14b. Hands placed evenly with the thumbs around the bar.
   14c. Bar lifted in a controlled manner.
   14d. Do not arch or twist the body or move feet.
   14e. Lift or push bar up evenly.
   14f. Return the bar to the rack in a controlled manner.
15. The students will be able to articulate and consistently perform the following rules for safety for spotting:
   15a. Always spot.
   15b. Check to make sure the collars are on the bar.
   15c. Check to make sure the weights are balanced on the bar.
   15d. Always keep your hands in position to catch the bar.
   15e. Always keep your eyes on the bar.
   15f. Never talk or fool around during a lift.
16. The students will be able to articulate and consistently perform the following rules for safety for the weight room area:
   16a. Don’t drop weights on the floor.
   16b. Stay at your station until the next station is free.
   16c. Don’t leave weights on the floor.
   16d. Remove all weights from the bars after your set is finished.
17. The students will be able to demonstrate proper breathing techniques during all exercises.
Nutrition Grade 9

Enduring Understandings:
1. Essential nutrients must be obtained from food.
2. Water is one substance that every living thing must have.

WATER

State the relationship between water and health.
State that some foods have high water content.
Detail how much water the body needs and why.
Explain the role of electrolytes in maintaining fluids.
How can you avoid dehydration during physical activity?
Explain the relationship between fluid balance and physical activity.
Explain why you should drink fluids often and not just when thirsty.
Identify the importance of taking fluids to accommodate changes in weather and activity level.
Explain how the environment can influence your fluid loss.
Describe fluid loss injuries.
Urine color is an indicator of hydration.
Energy drinks are not a replacement for water.

Focus Questions
1. How does the body use water?
2. Why is it important to intake water?
3. What is the minimum amount of water you should intake?
4. Is it important to drink “sports” drinks?
5. How does water protect the body from the environment?
6. How can you tell if you body needs water?
7. What can happen if you do not take in enough water?
8. How does weather and activity level influence your water intake?
9. What does it mean when you feel thirsty?

DIGESTION (ABSORPTION, TRANSPORT, HEARTBURN, ULCERS)

1. State that most absorption takes place in the small intestine three to four hours after eating.
State that once food is absorbed and passes through the small intestine, the circulatory system transports it.
Define heartburn as a burning sensation in the chest area caused by backflow of stomach acid into the esophagus.
Define that an ulcer is a lesion (sore) of the skin or mucous membranes characterized by inflammation and damaged tissues.
State that the three major causes of ulcers have been identified as bacterial infection, the use of certain anti-inflammatory drugs such as aspirin, ibuprofen, and naproxen; and disorders that cause excessive gastric acid secretion.
State that heartburn can be caused by eating or drinking too much, tight clothing, changes in position (lying down, bending over), some medications, and smoking.

Focus Questions:
1. State that most absorption takes place in the small intestine three to four hours after eating.
2. State that once food is absorbed and passes through the small intestine, the circulatory system transports it.
3. Define heartburn as a burning sensation in the chest area caused by backflow of stomach acid into the esophagus.
4. Define that an ulcer is a lesion (sore) of the skin or mucous membranes characterized by inflammation and damaged tissues.
5. State that the three major causes of ulcers have been identified as bacterial infection, the use of certain anti-inflammatory drugs such as aspirin, ibuprofen, and naproxen; and disorders that cause excessive gastric acid secretion.
6. State that heartburn can be caused by eating or drinking too much, tight clothing, changes in position (lying down, bending over), some medications, and smoking.

CALORIES AND ENERGY
1. Determine if their daily caloric intake meets or exceeds their daily needs.

Focus Questions:
What is a calorie?
What is metabolism?
What is caloric intake?
What are some factors that affect metabolic rate?
How does regular exercise affect your metabolism?
How are metabolism, regular exercise, and caloric intake/expenditure tied together?
How can you tell if you are consuming more calories than you expend?
Explain the colonic equation (i.e. calories vs. weight gain/loss).

Activities:
1. Participate in a variety of activities. Predict which activity raises metabolic rate the most. Justify your prediction.
2. Participate in your choice of activity. Change the activity to increase metabolic rate.
HUNGER (MALNUTRITION, SATIATION)

1. State that the three main causes of malnutrition are a diet that doesn’t provide enough food, a diet that lacks specific nutrients, and a metabolic disorder or medical condition that prevents the body from absorbing specific nutrients.

2. Define satiation.

3. Differentiate between hunger and craving.

Focus Questions:
1. What is hunger?
2. What is malnutrition?
3. What are the three main causes of malnutrition?
4. What is satiation?
5. How do hunger and cravings differ?

EATING DISORDERS

The human body has specific nutritional requirements that are most effective when at adequate levels and in balance.

Weight control through the use of drugs or surgery can have dangerous side effects and should never be done without the direction of a doctor.

Articulate the dangers of crash dieting as precursors to anorexia or bulimia.
HUMAN SEXUALITY

Standard I
Students will comprehend concepts related to health promotion and disease prevention.

Topic-Human Sexuality
Performance Indicators
Describe how behavior can impact health maintenance and disease prevention of both the male and female reproductive systems.
Recognize the interrelationships of mental, emotional, social and physical health throughout adulthood.
Discuss how the family, peers and community influence positive sexual relationships.
Explain how the environment influences the health of the reproductive system.
Analyze how public health policies and government regulations influence health promotion and disease prevention of the reproductive system.
Analyze how the prevention and control of reproductive problems are influenced by research and medical advances.

Standard II
Students will demonstrate the ability to access valid health information and health-promoting products and services.

Topic-Human Sexuality
Performance Indicators
Discuss the validity of health information, products, and services related to human sexuality.
Demonstrate the ability to evaluate resources from home, school, and community that provide valid reproductive information.
Identify factors that influence personal selection of reproductive products and services.
Identify situations requiring professional reproductive services.
Analyze the cost and accessibility of reproductive care services

Standard III
Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks

Topic-Human Sexuality
Performance Indicators
Analyze the role of individual responsibility for enhancing reproductive health and determining the short-term and long-term consequences of safe, risky and harmful behaviors.
Evaluate a personal sexuality health assessment to determine strategies for health enhancement and risk reduction.
Develop injury prevention and management strategies for personal, family and community health.
Demonstrate ways to avoid and reduce threatening situations and strategies to manage stress.

Standard IV
Students will analyze the influence of culture, media, technology and other factors on health.

Topic–Human Sexuality
Performance Indicators
Analyze how cultural diversity enriches and challenges human sexuality behaviors. Explain the effect and impact of technology and media on personal, family and community sexual health issues.

Standard V
Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Topic-Human Sexuality
Performance Indicators
Utilize skills for communicating effectively with family, peers, and others regarding sexual feelings. Analyze how interpersonal communication affects sexual relationships. Generate healthy ways to express needs, wants and feelings and ways to communicate care, consideration, and respect of self and others. Evaluate strategies for solving interpersonal conflicts without harming self or others. Demonstrate strategies and causes used to prevent conflict in schools, families, and communities.

Standard VI
Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Topic-Human Sexuality
Performance Indicators
Demonstrate the ability to utilize various strategies when making sexual decisions related to health needs and risks of young adults. Predict and analyze the immediate and long term impact of health decisions on the individual, family and community. Implement a plan for attaining a personal health goal and formulate a plan for life long health. Assess progress toward achieving personal health goals.
Standard VII
Students will demonstrate the ability to advocate for personal, family and community health.

Topic-Human Sexuality
Performance Indicators
Express information and opinions and utilize strategies to overcome barriers when communicating information on human sexuality issues.
Demonstrate the ability to influence and support others in making positive human sexuality choices.
Demonstrate the ability to adapt human sexuality messages and communication techniques to the characteristics of a particular audience.

Human Sexuality

Enduring Understandings:
Adolescence is a time of change.
Hormones play a role in puberty.
Physical changes occur during adolescence.

Objectives:
Explain how sexuality develops.
Identify the physical, mental/emotional, and social changes that occur during adolescence.
Identify decision-making skills that promote individual, family and community health.
Summarize the advantages of seeking advice and feedback when making healthful decisions.
Explain the role of hormones during puberty.
Evaluate ways to practice abstinence in a dating relationship.

Focus Questions:
What is puberty?
What is sexuality?
What are the 3 aspects of health?
Why is decision making important?
What steps would you take before making a decision?
What is self concept?
Why do you think communication is important in any relationship?
What are reasons for teens to practice abstinence?
What are some specific strategies for effective refusal skills?
Who can you turn to for advice?
What role do hormones play in puberty?
SUBSTANCE ABUSE ATOD

Standard I
Students will comprehend concepts related to health promotion and disease prevention.

Topic-Substance Abuse/ATOD
Performance Indicators
Analyze how public health policies and government regulations influence health promotion and disease prevention due to ATOD.
Describe how to delay the onset and reduce risks of potential health problems during adulthood due to ATOD.
Recognize how behavior can impact: a) Health maintenance
b) Disease prevention
c) Interrelationships
Focus Questions:
What changes have occurred by the government in regards to tobacco, alcohol and other drugs?
What illnesses are brought about as a result of using ATOD?
How can your use of ATOD affect you now and in the future?

Standard II
Students will demonstrate the ability to access valid health information and health-promotion products and services.

Topic-Substance Abuse/ATOD
Performance Indicators
Examine the cost and accessibility of health care services for those addicted to drugs.
Outline situations requiring professional health services for those addicted to ATOD.
Demonstrate the ability to access ATOD community health services for self and others.

Focus Questions:
How much money is spent (in general) by insurance companies to people who are being treated for abusing ATOD?
What are some professional areas that are available to those who abuse ATOD?
Where in Southbury and Middlebury can you go for help for abuse of ATOD?

Standard III
Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Topic-Substance Abuse/ATOD
Performance Indicators
Assess the role of individual responsibility for abstaining from the use of ATOD.
Analyze the short term and long term consequences of safe, risky and harmful related to ATOD.
Generate strategies to manage stress in relation to ATOD.  
Compare strategies to improve or maintain personal, family and community health and prevention and management strategies.

Focus Questions:  
Why should you abstain from ATOD use?  
What are some of the risks you take when you experiment with ATOD?  
What can you do to relieve anxiety when you stop smoking or drinking?  
How can your family help you to cope when you are trying to stop using ATOD?

Standard IV  
Students will analyze the influence of culture, media, technology and other factors on health.

Topic-Substance Abuse/ATOD  
Performance Indicators  
Investigate the effect ATOD has with media and the impact of technology on personal, family and community health.  
Analyze how information from the community influences health.  
Demonstrate how cultural diversity enriches and challenges health behaviors.

Focus Questions:  
What has the media done to make you aware of the harm that can come from using ATOD?  
How has advertising influenced the use of ATOD?  
What is the difference in our country and other nations regarding the use of ATOD?

Standard V  
Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Topic-Substance Abuse/ATOD  
Performance Indicators  
Construct healthy ways to express needs, wants and feelings without the use of ATOD.  
Formulate refusal, negotiation and collaboration skills to avoid potentially harmful situations with people using ATOD.  
Predict the possible causes of conflict in schools, families and communities and demonstrate strategies used to prevent conflict in relation to ATOD.  
Design strategies for solving interpersonal conflicts without harming self and others by choosing to abstain from ATOD use.  
Generate skills for communicating effectively and strategies for solving
interpersonal conflicts without harming self or others without relying on the use of ATOD.

Focus Questions:
What are some ways to say NO to ATOD?
How can you convince your friends not to do ATOD?
What ways does a family change when someone is abusing ATOD?
Where can you go to talk to someone to get assistance rather than using ATOD?

Standard VI
Students will demonstrate the ability to use goal-setting and decision making skills to enhance health.

Topic-Substance Abuse/ATOD
Performance Indicators
Predict immediate and long term impact of health decisions on individual, family, and community with the usage of ATOD.
Construct a plan for attaining personal health goals and assessing progress toward achieving those personal health goals as related to ATOD.
Design an effective plan for lifelong health without the abuse of ATOD.
Illustrate health concerns that require collaborative decision making when being tempted with the use of ATOD.
Compile various strategies when making decisions related to health needs and risks of young adults who choose to experiment with ATOD.

Focus Questions:
What can happen to a family when there is an abuser in the home?
What are some personal goals you have that would not include ATOD?
Why do kids choose to use ATOD?
What can you do not to risk health by taking ATOD?

Standard VII
Students will demonstrate the ability to advocate for personal, family and community health.

Topic-Substance Abuse/ATOD
Performance Indicators
Demonstrate the ability to adapt ATOD messages and communication techniques to the characteristics of a particular audience.
Defend the effectiveness of communication methods for accurately expressing health information ideas.
Demonstrate the ability to work cooperatively when advocating for healthy ATOD free communities.
Formulate strategies, information and opinions about health issues to overcome barriers when communicating ideas, feelings about ATOD issues.
Focus Questions:
What ATOD messages need to be sent to your peers so that they can “get the full message”?
Who can you work with in the community to keep students from using ATOD?
Enduring Understandings:

- Good personal hygiene promotes health and disease prevention.
- Prompt action to warning signs or symptoms of diseases are important for personal health.
- Abstinence is important for the prevention of sexually transmitted diseases.

Objectives

- Describe the parts and function of the male reproductive system
- Describe the parts and function of the female reproductive system
- Examine care of the male and female reproductive systems and identify situations requiring professional health services.
SEXUALLY TRANSMITTED DISEASES 9

Standard I
Students will comprehend concepts related to health-promotion and disease prevention

Topic – Sexually Transmitted Disease (STD)
Performance Indicators
Recognize how behavior can impact disease prevention.
Discuss health promotion strategies and disease prevention concepts as related to sexual relationships.
Assess the impact of personal health behaviors on the functioning of the body systems as it pertains to STDs.

Focus Questions:
What is a sexually transmitted disease?
What is disease prevention?
What is abstinence?
Which common STDs are viral, bacterial or insects?
How are STDs spread?
Why does having multiple sexual contacts increase the risk of STD infection?
What is the importance of tests to detect STDs?

Standard II
Students will demonstrate the ability to access valid health information and health-promotion products and services.

Topic – Sexually Transmitted Disease (STD)
Performance Indicators
Recognize situations requiring professional health services.
Examine the cost and accessibility of health care services for the prevention, early detection and treatment of sexual health problems.
Recognize health information, products and services that influence personal selection of health products and services.

Focus Questions:
Why is early treatment important to avoid serious illness and further spread the disease?
Which STDs might not present noticeable symptoms?
Where can a person go for treatment for an STD?
Why is it important for people not to treat an STD on their own?

Standard III
Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
Topic – Sexually Transmitted Disease (STD)
Performance Indicators
Develop critical thinking skills to improve positive health behaviors for health enhancement and risk reduction.
Identify short-term and long-term consequences of safe, risky and harmful behaviors.
Develop problem-solving strategies to manage stress and to avoid.
Explain the role of individual responsibility for enhancing health.

Focus Questions:
What is the role that alcohol and other drugs play in relation to STDs?
2. What are the benefits of abstinence as it relates to the prevention of STDs?
Develop strategies to help prevent diseases such as STDs?
Explain why an individual with an STD should notify contacts.

Standard IV
Students will analyze the influence of culture, media, technology and other factors on health.

Topic – Sexually Transmitted Disease (STD)
Performance Indicators
Discuss the impact of technology, media, culture and diversity on personal, family and community health.
Analyze how information from the community influences health.

Focus Questions:
Analyze how public policies enable health officials to locate and contact sexual partners of people who have been diagnosed with an STD.
How do these public policies help with the prevention and treatment of STDs?

Standard V
Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Topic – Sexually Transmitted Disease (STD)
Performance Indicators
Formulate healthy ways to express needs, wants and feelings.
Identify causes of conflict and strategies used to prevent conflict in schools, families and communities.
Demonstrate verbal and non-verbal skills in developing and maintaining healthy personal relationships.

Focus Questions:
What is the relationship between the avoidance of unsafe situations and the use of refusal skills such as sexual abstinence?

Standard VI
Students will demonstrate the ability to use goal-setting and decision making skills to enhance health.

Topic – Sexually Transmitted Disease (STD)
Performance Indicators
Identify health concerns that require collaborative decision-making.
Recognize immediate and long-term impact of health decisions on the individual, family and community.
Outline an effective plan for lifelong health.
Assess progress toward achieving personal health goals.
Discuss the skills needed to implement and sustain health-enhancing behaviors.

Focus Questions:
Identify community health services that help with prevention and treatment of STDs?
What new vaccines and drugs are being developed for STD research?
What ways can parents help their children avoid risky behaviors that might lead to STDs?

Standard VII
Students will demonstrate the ability to use advocate for personal, family and community health.

Topic – Sexually Transmitted Disease (STD)
Performance Indicators
Demonstrate strategies to overcome barriers when communicating information, ideas, feelings and opinions about STDs.
Demonstrate the ability to express information and opinions about STD issues.
Defend effective communication methods for accurately expressing ideas and health information about STDs.
Examine strategies for working cooperatively when advocating for healthy communities.

Focus Questions:
What are some names of organizations in your community that help people infected with STDs?
SUN SAFTEY

Enduring understandings:

- Your skin is the largest organ of the body
- Your skin protects your internal organs
- Early detection of skin diseases are important to a healthy life
- Vitamin D is produced when skin is exposed to sunlight
- Skin cancer is a result of exposure to UV rays
- Tattoos can have consequences on your health

Objectives: Students will be able to:
Examine the effects of health behaviors on skin.
Identify the warning signs to detect skin cancer.
Explain the importance of Vitamin D to overall health.
Analyze the possible lifelong effects of tattooing.
Explain that the function of the skin is to produce Vitamin D.
Explain why using sun blocks are important for skin health.

Focus Questions:
How does skin protect the body?
How do clothes protect your skin from the sun?
Why should you protect your skin from the sun?
What are the consequences of tanning?
How can you protect your skin from the sun?
What are UVB and UVA radiation?
What causes sunburn?
Which is more harmful, UVB or UVA rays?
Why may getting a tattoo be harmful to your health?
What are other vitamin rich foods?
What is SPF?
Grade 10

CARDIOVASCULAR FITNESS

Enduring Understandings:
1. Individuals should choose cardio exercises as part of their fitness plan.
2. Aerobic exercise can reduce controllable heart health risk factors.
3. To achieve a positive outcome from aerobic activity you must exercise in your target heart rate zone and apply the principles of training.
4. Aerobic exercise increases the efficiency of the heart and lungs.
5. Technology can help monitor your workout intensity.

Students are expected to know and be able to do the following:

**Topic: Respiration**

Focus Questions:
1. How can cardiovascular training improve your respiration?

**Topic: Lungs**

1. *Identify alveoli as the site of gas exchange in the lungs.*
2. Explain that regular aerobic exercise can improve the efficiency of gas exchange.

Focus Questions:
1. How can regular aerobic exercise improve the efficiency of gas exchange in the lungs?

**Topic: Cardiovascular System**

1. *Calculate maximum heart rate.*
2. Explain how the cardiovascular system improves with training.

Focus Questions:
1. How can aerobic exercise increase efficiency of your cardiovascular system?
2. Why is cardiovascular exercise an important factor in fighting diseases?
3. Explain how cardiovascular fitness helps your cardiovascular system work more efficiently and helps to prevent cardiovascular disease.
4. You decide that you need to develop a program to improve your cardiovascular fitness. What are some lifestyle changes that you should incorporate into your program? Explain.
5. Why is stroke volume valuable to the heart?
**Topic: Aerobic Exercise Training Principles**

1. Relate the following physiological adaptations to aerobic training: increase stroke volume; decrease blood pressure; decrease resting heart rate; improved recovery rate.
2. Recognize that exercise opportunities change as you get older.

Focus Questions:
1. How can F.I.T.T. (Frequency, Intensity, Time & Type) be useful in aerobic exercise training?
2. Develop an aerobic exercise program that demonstrates cardiovascular progression based on their current fitness level and target heart rate range.
3. How much cardio training is enough?

Activities:
1. Develop an aerobic exercise program that demonstrates cardiovascular progression based on their current fitness level and target heart rate range.
2. The students will be able to complete circuit training wearing heart rate monitors.

**Topic: Disease**

1. State the nine risk factors associated with heart disease are: inactivity, obesity, high blood pressure, high cholesterol, stress, smoking, gender, heredity, and age.
2. Compare the value of cardiovascular fitness to the other components of fitness.

Focus Questions:
1. What are some aerobic activities/exercises that can be used in preventing heart disease?
2. How can cardiovascular fitness help in fighting diseases?

Activities:
1. Create a chart listing the components of fitness, activities related to each component, and diseases that could result from not training each component.

**Topic: Cholesterol**

1. Define cholesterol as a wax that is produced by the body in the liver.
2. Identify LDL as bad cholesterol that leads to clogging of the arteries.
3. Identify HDL as good cholesterol that helps remove excess cholesterol from the body.
Focus Questions:
1. How can cardiovascular exercise decrease the risk in cholesterol related diseases?

In this unit students will explore a variety of activities in order to have a greater understanding of which activities will benefit their cardiovascular fitness.

**At some point during this unit students should participate in the P.A.C.E.R. test as well as the mile run to have an accurate assessment of their cardiovascular fitness level.**

**MUSCULAR DEVELOPMENT**

Enduring Understandings:
1. Muscle Fibers adapt to specific training.
2. The muscular system, flexibility, and muscular relaxation can ease stress.
3. Non-use of a muscle group causes atrophy.
4. Principles of training affect muscular capacity.
5. A balanced strength program incorporates all major muscle groups.
6. Planning recovery time makes strength-training safe and effective.
7. Intensity in strength-training increases metabolic rate.

Students are expected to know and be able to do the following:

**Topic: Fitness Concepts**

1. Define metabolic rate as the amount of energy expended in a given period.
2. Define basal (resting) metabolic rate as the rate at which energy is used by the body in a resting state.
3. Predict how muscular development enhances resting metabolic rate (intensity).
4. Identify the time frame in which muscular gains occur (approx. 4-6 weeks), and when those gains become visible (approx. 6-8 weeks). (progression)
5. Justify muscular development activities in females who are concerned about appearing too muscular.

Focus Questions:
1. What is metabolic and resting metabolic rate?
2. How does muscular development enhance resting metabolic rate?
3. How long does it take for muscle gains to occur and when do those gains become visible?
4. What are some myths about muscular development in females?
5. Does muscle turn to fat?

Activities:
1. Students will discuss the relationship between muscle development and metabolism.
2. Teacher will identify the time frame for developing strength gains and visible body composition changes.
3. Teacher will discuss various myths and misconceptions about muscle development.
4. Students will participate in weight training activities.
5. Students will practice proper form and safety techniques for all exercises.

**Topic: Muscle Groups**

1. Classify the arms, shoulders, back, abdominals and legs as the five muscle regions of the body. (identify specific muscles in each region as they are covered)
2. Demonstrate exercises to strengthen each muscle group.
3. Determine proper recovery time before retraining the same body area.

Focus Questions:
1. What are the five muscle regions of the body?
2. What exercises can you perform to strengthen each muscle group?
3. How can you maintain symmetry in your muscular development program?

Activities:
1. Perform a full body circuit identifying specific muscles in each region.
2. Students will practice proper form and safety techniques for all exercises.

Philosophy Question:
Evaluate the role resistance training could play in your exercise program. Identify your strengths and weaknesses, and then discuss your action plan for improving your muscular development.

**Topic: Methods of Training**

1. Modify a program to focus on development of either muscular strength or muscular endurance. (frequency, intensity, time, type)
2. Apply the method of training antagonistic muscle groups to enhance body symmetry.
3. Practice good form and safety technique to avoid risk of injury.
4. Determine how much rest is required between training days for various exercises.

Focus Questions:
1. How does a muscular strength program differ from a muscular endurance program?
2. How can compound lifts increase the intensity of your workout?
3. What is the benefit of core training?
4. Should you lift the same muscle group on consecutive days?
5. How does a warm-up prevent injury? What is it that gets warm?
Activities:
1. Demonstrate several lifts that require compound movements. (pull-ups; push-ups; lunges; medicine ball; pilates; squats; cleans; etc.)
2. Students will practice proper form and safety techniques for all exercises.
3. Students will develop a program to enhance either muscle strength or muscle endurance, applying the principles of progression and overload, which can be performed outside of class.
4. Students will participate in weight training activities applying the antagonistic method.

Philosophy Question:
You are a new person in the weight room and you are feeling intimidated. What coping strategies can you use to increase your comfort level?

Topic: Adaptations to Muscular Development

1. Define Atrophy.
2. Explain that ligament tissue strength increases.
3. Explain that tendon tissue strength increases.

Focus Questions:
1. How is ligament and tendon tissue strength affected through muscle development?

Activities:
1. Group discussion on adaptations to muscular development.
2. Students will practice proper form and safety techniques for all exercises.
3. Students will participate in weight training activities applying the antagonistic method.

Topic: Your Lifestyle

1. Apply the principles of overload, progression, and specificity to their workout.
2. Participate in weight training exercises as part of class.
3. Use a list of criteria with which to judge a fitness facility.
4. Rate a fitness facility.

Focus Questions:
1. What is necessary to have a successful resistance training routine at home?
2. Do you need to purchase expensive equipment? Why?
3. How do you get stronger overtime safely?
4. What is an example of the principle of overload in your weight training program?
5. How do you increase upper body strength? Core strength? Leg strength?
6. What are the positives/negatives in belonging to a fitness center? What appeals to you about joining a fitness center?
BODY COMPOSITION/WEIGHT MANAGEMENT

Enduring Understanding:
Accepting your body type and not idealizing others is a key step in a balanced approach to managing body weight.

1. The students will be able to state and describe the characteristics of their body types: endomorph, mesomorph, ectomorph.
2. The students will be able to identify multiple health hazards associated with excessive fat: breathing difficulties, diabetes, cancer, high blood pressure, heart disease, diabetes, stroke, kidney disorders, surgical risk, pregnancy problems, less resistance to infection, shortened life expectancy and social discrimination.
3. The students will be able to define the term overweight as 10% over the desirable body weight.
4. The students will be able to define the term obesity as at least 30% more than the recommended normal body weight.
5. The students will be able to identify multiple methods of determining body fat percent.
6. The students will be able to state that if one trains at the lower end of their target heart rate zone for a longer period of time more fat will be burned.
7. The students will be able to state that the intensity of the workout effects the resting metabolic rate.
8. The students will be able to state that the most effective way to decrease body fat is through a combination of resistance training, aerobic exercise, and adjusting caloric intake.
9. The students will be able to complete a worksheet to find their aerobic exercise heart rate range.
10. Students will be able to identify that weight control depends on the amount of calories consumed and the energy (as measured in calories) utilized.
11. Students will be able to identify the health risk factors of obesity such as heart disease, appendicitis, cirrhosis and diabetes.
12. Students will be able to determine their Body Mass Index.
13. Students will be able to articulate that if you consume 3500 more calories than you burn you will gain one pound.
14. Students will be able to identify inactivity as the major cause in increased body fat.
15. Students will be able to apply the concepts of frequency, intensity, time, overload, progression, and specificity and relate body composition and weight management to controllable health risk factors.
16. Perform skinfold measurements and calculations to determine body fat percentage.
17. Carbohydrates are the main source of energy during moderate exercise.
18. Define metabolism.
19. Fiber keeps you feeling fuller longer.
20. Examine the effect of exercise on metabolism.
CALORIES AND ENERGY
Determine if their daily caloric intake meets or exceeds their daily needs.

Focus Questions:
What is a calorie?
What is metabolism?
What is caloric intake?
What are some factors that affect metabolic rate?
How does regular exercise affect your metabolism?
How are metabolism, regular exercise, and caloric intake/expenditure tied together?
How can you tell if you are consuming more calories than you expend?

Activities:
3. Participate in a variety of activities. Predict which activity raises metabolic rate the most. Justify your prediction.
4. Participate in your choice of activity. Change the activity to increase metabolic rate.

State of Connecticut Physical Fitness Testing

Students in the 10th grade will complete the physical fitness test for the final time in their academic career.

The following tests will be administered.

Cardiovascular fitness:
Mile Run/ P.A.C.E.R. test

Flexibility:
Sit and Reach Test

Muscular Endurance:
Curl up Test

Muscular Strength:
Push up Test
GRADE 10 Nutrition

Enduring Understandings:
Ingesting various nutrients have benefits to specific body systems (lack of nutrients have negative consequences to specific body systems).

Topic: Carbohydrates, Glucose, Desserts

1. Define various types of sweeteners.
2. Identify foods/drinks with artificial sweeteners.
3. Discuss whether artificial sweeteners are safe.
4. Determine the benefits of sugar to overall diet.

Focus Questions:
1. What are all the different ingredients that sweeten your food/drinks?
2. Which foods/drinks have artificial sweeteners?
3. What is the glycolic index?
4. How can it be helpful when choosing foods/drinks?
5. What benefits does sugar provide in your diet?
6. Why would you choose to have types of sugar in your diet?
7. Identify sweeteners from an ingredient list. Discuss which ones are the sweeteners you avoid.
8. Are artificial sweeteners safe?
9. Where do HFCS, aspartame, white sugar, brown sugar come from? How are they manufactured?

Topic: Fats

Compare fat contents between fast-foods and healthy foods.
Explain how the fat content in your diet may affect your risk of disease.
Evaluate your daily fat intake.

Focus Questions:
1. What is fat?
2. Why is some fat good in your diet?
3. Why is fast food higher in fat?
4. What is the difference between saturated fat and hydrogenated fat?
5. What diseases are associated with a diet high in fat?
6. What are the major sources of saturated fat?
7. What are the major sources of trans-fat?

Activity:
1. Look up a menu from a fast food restaurant. Compare two menu choices and justify which is the healthier choice.

**Topic: Vitamins**
1. Describe how deficiencies or excesses of vitamins influence health or physical activities.
2. Identify what are some of the populations (elderly, pregnant women) that have the highest risk of having some form of vitamin deficiency.
3. Define what is meant by Recommended Dietary Allowance in relation to vitamin use.
4. Identify at least three reliable sources that provide information on vitamins.
5. Describe the major deficiency syndrome associated with types of water soluble and lipid soluble vitamins; and the therapeutic uses of each vitamin.

**Focus Questions:**
1. What are vitamins and how do they work?
2. What vitamins are essential to human nutrition?
3. How do deficiencies or excesses of vitamins influence health or physical activity?
4. How effective are the special vitamin supplements marketed for athletes?
5. Why are vitamin supplements often recommended?
6. Why do individuals take vitamin mega-doses?
7. What are some prudent guidelines if I wanted to take a vitamin supplement?

**Topic: Eating Disorders**
1. Understand the complexity of eating disorders and why they occur.
2. Know the identifiable symptoms of the most prevalent eating disorders.
3. Discuss food traditions in their family and culture in which they are raised.

**Focus Questions:**
1. What is an eating disorder?
2. How many different eating disorders are there?
3. What are the symptoms of anorexia?
4. What are the symptoms of bulimia?
5. How do anorexia and bulimia differ?
6. When do eating disorders start amongst most teenagers?
7. Who would you go to in order to get help with an eating disorder?
8. How would you help a friend if that individual has an eating disorder?
9. What are some food traditions that you have in your family?
10. How do emotions play a part in eating disorders?
**Topic: Proteins-Legumes, Nuts**

1. Discuss why legumes and nuts are a good source of protein.
2. List the health benefits of obtaining protein from legumes and nuts.
3. Discuss how nuts help lower cholesterol.
4. Understand which nuts are better sources of protein.
5. Define the term legume.
6. Provide examples of legumes in a diet.
7. Define high soluble fiber and insoluble fiber.

**Focus Questions:**

1. How do legumes differ from meat as a source of protein?
2. How do nuts differ from meat as a source of protein?
3. Why is the protein in fish different from the protein in meat?
4. How many grams of protein and how many grams of fat are in the following:
   a. 1 cup of walnuts
   b. 1 cup of almonds
   c. 1 cup of pecans
   d. 1 cup of peanuts
   e. 1 cup of cashews
5. How can you include a legume in your school lunch?

**Topic: Proteins – Fish, Meat, Omega 6, Omega 3**

1. Discuss the daily recommended consumption of protein for men and women.
2. List food sources of protein.
3. Distinguish between good, better and best sources of protein.
4. Understand the difference between meat and fish as sources of protein.
5. Describe the health benefits of the fatty acids Omega 3 and Omega 6.

**Focus Questions:**

1. How does the body use protein?
2. How many grams/day of protein does the average adult man/woman require?
3. Why is the protein in fish different from the protein in meat?
4. How is the Omega 3/6 found in food different from Omega 3/6 in tablets?

**Activity:**

1. How many grams of protein are in the following:
   a. 1 Cup of Chicken
   b. 1 Can of Tuna Fish
   c. 1 Hamburger
   d. 1 Cheeseburger
   e. 8 oz of Sirloin Steak
   f. 8 oz of Salmon
Topic: Vegetables, Fruits And Grains
1. State the health benefits of eating vegetables, fruits and grains each day.
2. Explain what is meant by the term, “Select foods by color.”
3. Discuss why eating plenty of vegetables can help with weight control.
4. Explain why it is difficult to meet the 5 a day target for fruits and vegetables.
5. List the “super” cancer fighting vegetables, fruits, nuts and legumes.
6. Distinguish between whole and refined grains.
7. Discuss the benefits of different fruits, vegetables and grains.

Focus Questions:
1. What makes vegetables nutritious?
2. Why is it difficult for schools to provide many choices of vegetables, fruits and grains for school lunches?
3. How does eating many different vegetables, fruit and grains contribute to the quality of your life?
4. Why are some colors of vegetables and fruits more nutritious than others?
5. What behaviors can you choose to help you to meet the target goal of 5 a day for fruits and vegetables?

Topic: Flexibility

Enduring Understandings:

Flexibility can be improved throughout a person’s entire life.
A healthy level of flexibility can improve overall wellness and help prevent injury
Poor flexibility contributes to several common ailments

Focus Questions:

What are the benefits of good flexibility?
What are the different types of stretching and how are they different?
How do you determine which type of stretching is best for you?
How does good flexibility help prevent injury?

Objectives:

Compare the different methods of stretching: static stretching, dynamic stretching, ballistic stretching, and PNF (proprioceptive neuromuscular facilitation) by utilizing them during class.
Demonstrate stretches, using proper form for the major areas of the body (back (upper and lower), neck, shoulders, hips, hamstrings, quadriceps and calves.
Design a stretching program for a specific sport or activity
Identify how quality of life can be affected by high and low levels of flexibility
Identify the connections between flexibility and the other components of physical fitness
Explore the psychological benefits of yoga

www.yogabasics.com/connect/yoga-psychologically-beneficial-for-high-school-students.html

Activities:

1. Design a stretching routine for your sport.
2. Activity for this unit: Yoga
**Substance Abuse Grade 10**

10th Grade  (Steroids, Stimulants, Depressants, Hallucinogens, Social Impact)

**Enduring Understandings:**

Drug abuse is detrimental to your whole well being.
Drug dependency is destructive to your life goals and happiness.
Drug abusers damage society in many ways
There can be healthy alternatives to drug use

**Steroids**

**Focus Questions:**

What are anabolic steroids?

How are steroids made?

How do steroids affect the body?

**Objectives:**

Students will confirm that there are safe alternatives to steroids that can improve performance and strength.
Students will recognize that steroids are especially harmful to teenagers whose bodies are still growing.

Students will be able to identify some reasons why high school students would use steroids

Students will be able to describe the health risks associated with steroid use

Students will research specific cases of steroid use in professional, Olympic, or amateur competition

Students will be able to explain the mental and physical side effects associated with steroid use

Students will recognize that the majority of steroids are created, sold, and used illegally

**Stimulants**

**Focus Questions:**
What do stimulants do to the body?
How does the body become addicted to stimulants?
What are the long term effects of stimulant use/abuse?

**Objectives:**
Students will understand that stimulants range from helpful medicine to illegal narcotics
Students will be able to identify a variety of stimulants
Students will be able to classify stimulants into categories of legal and illegal
Students will examine the body’s response to various stimulants
Students will research the addictive process of stimulants

**Depressants**

**Focus Questions:**
What are depressants used for medically?
How does the body respond to depressant use?
What are the different types of depressants?

**Objectives:**
Students will conclude that many depressants can be prescribed by a physician
Students will establish the addictive risks with depressant use
Students will be able to classify the different types of depressants (sedatives, anti-anxiety, opiates)
Students identify which depressants are legal medicine and which are illegal narcotics
Students will be able to describe the body’s response to depressant use
**Hallucinogens**

**Focus Questions:**

What do people experience when using hallucinogens?

How are hallucinogens made?

Are there any long term effects from using hallucinogens?

**Objectives:**

Students will understand that hallucinogens are drugs that alter perception, thoughts, and mood

Students will explore that hallucinogens can produce frightening and dangerous mental perceptions

Students will confirm hallucinogens are illegal and have no medical use

Students will reveal that hallucinogen use can make it difficult to perform normal activities

Students will verify that hallucinogens come from a variety of sources

Students will examine the various types of hallucinogens

Students will research the history of hallucinogens

Students will identify potential health risks of using hallucinogens

**Social Impact**

**Focus Questions:**

In what ways does society carry a financial burden regarding illegal drug use?
How does illegal drug use lead to various crimes?

What diseases are commonly spread among drug users?

What role should a society have in curtailing illegal drug use?

**Objectives:**

Students will determine that Illegal drug use contributes to the spread of many diseases

Students will investigate the costs associated with drug use

Students will research the cost of various drug prevention and treatment programs

Students will identify the crimes and victims that are most associated with drug use

Students will evaluate the effectiveness of programs designed to eliminate or reduce the use of illegal drugs
## Advanced Fitness

**Grade 11 & 12 Elective Program**

Design a personal program, sculpt and tone for fitness. (Program planning, fitness components)

<table>
<thead>
<tr>
<th>Enduring Understanding 1</th>
<th>A variety of fitness training types has a greater impact on the individual than one specific training style.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enduring Understanding 2</td>
<td>Addressing each component of fitness is vital for the balance and development of the whole physical body.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Objective(s)</th>
<th>Learning Activities/Learning Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understand the importance of having a quality warm-up and cool down as part of their workout routine</td>
<td>Fitness Exposure – warm-up/cool down</td>
</tr>
<tr>
<td>2</td>
<td>Design an individual warm-up and cool down routine</td>
<td>Fitness Exposure – warm-up/cool down</td>
</tr>
<tr>
<td>3</td>
<td>Understand that the body balances due to muscular engagement</td>
<td>Fitness Exposure – stability ball</td>
</tr>
<tr>
<td>4</td>
<td>Identify why this fitness tool promotes muscular strength and endurance</td>
<td>Fitness Exposure – stability ball</td>
</tr>
<tr>
<td>5</td>
<td>Describe safety precautions that should be taken when using stability balls</td>
<td>Fitness Exposure – stability ball</td>
</tr>
<tr>
<td>6</td>
<td>Understand the parameters of a cardiovascular circuit</td>
<td>Fitness Exposure – cardiovascular circuit</td>
</tr>
<tr>
<td>7</td>
<td>Identify benefits that are derived from participation of cardiovascular circuit training</td>
<td>Fitness Exposure – cardiovascular circuit</td>
</tr>
<tr>
<td>8</td>
<td>Identify myths about weight training</td>
<td>Fitness Exposure – circuit training</td>
</tr>
<tr>
<td>9</td>
<td>Identify a variety of activities that can be combined in a circuit to promote muscular strength and endurance</td>
<td>Fitness Exposure – circuit training</td>
</tr>
<tr>
<td>10</td>
<td>Identify how circuit training can impact body composition</td>
<td>Fitness Exposure – circuit training</td>
</tr>
<tr>
<td>11</td>
<td>Participate in low, medium, and high intensity circuit training endeavors</td>
<td>Fitness Exposure – circuit training</td>
</tr>
<tr>
<td>12</td>
<td>Understand the physiological concepts of</td>
<td>Fitness Exposure -</td>
</tr>
<tr>
<td></td>
<td>isometric training</td>
<td>isometrics</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>13</td>
<td>Perform a number of different isometric exercises in order to gain experience manipulating the fitness method</td>
<td>Fitness Exposure - isometrics</td>
</tr>
<tr>
<td>14</td>
<td>Identify factors they should consider before engaging in a fitness program</td>
<td>Fitness Exposure – general fitness routines</td>
</tr>
<tr>
<td>15</td>
<td>Identify precautions to be taken when their body is under different climate related conditions or new workout stresses</td>
<td>Fitness Exposure – general fitness routines</td>
</tr>
<tr>
<td>16</td>
<td>Engage in conversations about the usefulness of predetermined workout programs produced on a mass scale</td>
<td>Fitness Exposure – general fitness routines</td>
</tr>
<tr>
<td>17</td>
<td>Assess if mass produced workout routines effectively address each fitness component on an individual level</td>
<td>Fitness Exposure – general fitness routines</td>
</tr>
<tr>
<td>18</td>
<td>Identify the steps in designing a personal fitness program</td>
<td>Individualized Programs</td>
</tr>
<tr>
<td>19</td>
<td>Assess which components of fitness need to be addressed in a potential individualized routine</td>
<td>Individualized Programs</td>
</tr>
<tr>
<td>20</td>
<td>Design and individualized workout that addresses the components of fitness and incorporates a variety of fitness training tools</td>
<td>Individualized Programs</td>
</tr>
<tr>
<td>21</td>
<td>Adjust their warm-up and cool down routines to better align with their workout programs</td>
<td>Individualized Programs</td>
</tr>
<tr>
<td>22</td>
<td>Use individually designed programs to perform a workout for fitness</td>
<td>Individualized Programs</td>
</tr>
<tr>
<td>23</td>
<td>Find ways to incorporate the flexibility component into workout routines</td>
<td>Individualized Programs</td>
</tr>
<tr>
<td>24</td>
<td>Identify motivational strategies to assist in the successful adherence to a fitness program</td>
<td>Individualized Programs</td>
</tr>
<tr>
<td>25</td>
<td>Address how their fitness program can assist in stress management</td>
<td>Individualized Programs</td>
</tr>
<tr>
<td>26</td>
<td>Plan for a progressive increase in workout intensity as their program continues</td>
<td>Individualized Programs</td>
</tr>
<tr>
<td>27</td>
<td>Strategize individually and with a small group about possible adjustments that can be made to their fitness programs</td>
<td>Individualized Programs</td>
</tr>
<tr>
<td>28</td>
<td>Weigh the pros and cons of a workout that pertains to general fitness</td>
<td>Individualized Programs</td>
</tr>
<tr>
<td>29</td>
<td>Demonstrate improving levels of performance based on the components of fitness</td>
<td>Individualized Programs</td>
</tr>
<tr>
<td>30</td>
<td>Assess areas of success with their individualized program</td>
<td>Individualized Programs</td>
</tr>
<tr>
<td></td>
<td>Routine</td>
<td>Individualized Programs</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>31</td>
<td>Assess areas of weakness with their individualized routine</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Progressively increase workout intensity as needed</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Continue to work on developing their skeletal musculature through their individually designed fitness programs</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Assess effectiveness of their program based on the fitness components</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Use individually designed programs to perform a workout for fitness</td>
<td></td>
</tr>
</tbody>
</table>
### Aerobics

<table>
<thead>
<tr>
<th>Enduring Understanding 1</th>
<th>1. A combination of resistance training, aerobic exercise and adjusting caloric intake effectively manages weight.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enduring Understanding 2</td>
<td>2. High intensity workouts increase resting metabolism.</td>
</tr>
<tr>
<td>Enduring Understanding 3</td>
<td>3. Metabolism can be increased during exercise and while at rest.</td>
</tr>
<tr>
<td>Enduring Understanding 4</td>
<td>4. Skeletal health is measured by bone density.</td>
</tr>
<tr>
<td>Enduring Understanding 5</td>
<td>5. Aerobic activity increases lung capacity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Objective(s)</th>
<th>Learning Activities/Learning Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>Articulate that regular exercise allows you to breathe easier during daily activity State that aerobic activities condition the heart Design an aerobic workout</td>
<td>Heart health Low impact aerobics High impact aerobics Instruction DVDs</td>
</tr>
<tr>
<td>5-6</td>
<td>Identify major cardiovascular risk factors; describe how the heart, lungs, blood and blood vessels work together.</td>
<td>Cardio systems Risk factors Various aerobic activities</td>
</tr>
<tr>
<td>7-10</td>
<td>State that the purpose of aerobic training is to improve the body’s ability to deliver oxygen to the muscles and expire carbon dioxide</td>
<td>Pulmonary fitness Kickboxing Zumba Instruction DVD</td>
</tr>
<tr>
<td>11-13</td>
<td>Understand that training and conditioning provide opportunities for enjoyment, challenge, self expression and social interaction.</td>
<td>Design a workout Teach an aerobic segment of a workout</td>
</tr>
<tr>
<td>14-17</td>
<td>Define that weight bearing exercises are those that force you to work against gravity Explain the need to build strong bones in your teen years</td>
<td>Skeletal fitness Step aerobics Instruction DVD Workout cards</td>
</tr>
<tr>
<td>18-20</td>
<td>Calculate their heart rate at various stages of a workout Calculate their resting, and training heart rate Demonstrate an understanding of how the</td>
<td>Cardio Vascular fitness Design a weight bearing step workout</td>
</tr>
<tr>
<td></td>
<td>circulatory and respiratory systems work together and the effects of aerobic exercise on these systems</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
|   |   | Cross training  
Various aerobic methods |
| 21-25 | Train within their target range  
State importance of using a variety of training methods to prevent injuries  
State that injuries can be from overtraining, improper form, overextending yourself, poor warm-up or cool-down | Nutrition  
Interval training circuits, Bands and kettle bells, Resistance ball |
| 26-30 | Participate in a variety of aerobic programs as part of class  
Understand that weight bearing exercises and proper nutrition as a means of developing or improving bone density  
Analyze the relationship between nutrition, aerobic exercise, weight training, and weight management.  
Investigate aerobic classes in the community |   |
| 31- | Independently design an aerobic workout incorporating information and skills learned in class | Application of learning  
Journal writing |

**Resources:**  
Step cards, DVDs  
Cardio class DVDs  
Zumba class DVD  
Fitness ball cards and DVD  
Kettlebell workout sheet  
Fitness fans  
Resistance bands workouts  
Tae Bo workouts DVD  
P90X DVD

**Project**  
**Star in Your Own Workout Video**  
**Description**  
Personal Fitness is a course designed to develop a physical fitness routine that can be carried out for a person’s lifetime. Students will learn what goes into a workout video and star in their own home workout video.

**Education Level(s)** 9-10, 11-12  
**Subject(s)** Curriculum & Instruction, Health, Wellness & Physical Education, Library & Media, Technology & Innovation

**Learning Objectives**
Utilizing motivational skills, proper exercise techniques and adaptations for all skill levels, each student will be able to put all of these components into a workout video. Students will be given the freedom to be creative and make their workouts fun, challenging and motivating.

**Materials:** Students would use a digital video camera, video editing software, computer, and blank DVDs. They would use different exercise equipment (i.e. mats, dumbbells, stability balls, etc.). An "All-Class Workout DVD" would be put together and given to each class member. Other materials and tools would be different based on each student's creativity.

**Other Information:** Students will learn how to exercise as adults. While they are in high school, they have teachers, coaches and teammates to push them and create workouts for them. A lot of people get out of high school and don't know how to stay physically fit. Obesity is an American epidemic and if this generation of students can learn a lifetime skill of exercising, maybe the overall health of our nation will improve.
### Enduring Understanding

<table>
<thead>
<tr>
<th>Enduring Understanding 1</th>
<th>Dance can be an outlet for stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enduring Understanding 2</td>
<td>There are many forms and styles of dance</td>
</tr>
<tr>
<td>Enduring Understanding 3</td>
<td>Life expectancy increases with an active lifestyle</td>
</tr>
<tr>
<td>Enduring Understanding 4</td>
<td>Muscular strength and flexibility are important to help reduce injuries</td>
</tr>
<tr>
<td>Enduring Understanding 5</td>
<td>Dance is a weight bearing exercise</td>
</tr>
</tbody>
</table>

### Class Objective(s)

<table>
<thead>
<tr>
<th>Class</th>
<th>Objective(s)</th>
<th>Learning Activities/Learning Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>Explore the history of dance and its influence on cultures&lt;br&gt;Recognize that individuals have different preferences for styles of dance&lt;br&gt;Identify specific activities which enhance flexibility.&lt;br&gt;Associate the lack of flexibility to possible risk of injury&lt;br&gt;Share prior dance knowledge</td>
<td>Dance history&lt;br&gt;Peer sharing&lt;br&gt;Flexibility exercises</td>
</tr>
<tr>
<td>5-8</td>
<td>Demonstrate basic dance moves, rhythm and beat&lt;br&gt;Participate in a simple to complex rhythmic dance.&lt;br&gt;Describe several negative and positive stressors in their life&lt;br&gt;Describe how stress affects their life&lt;br&gt;Work in groups with prior dance knowledge</td>
<td>Basic instruction&lt;br&gt;DVD&lt;br&gt;Peer instruction&lt;br&gt;Stress</td>
</tr>
<tr>
<td>9-13</td>
<td>Appreciate the history, characteristics and significance of specific dance styles&lt;br&gt;Collect and share information on the specific dance style&lt;br&gt;Share several steps of the specific dance style with class</td>
<td>Research dance style&lt;br&gt;60’s dances&lt;br&gt;Dance and the media (TV and Movies)</td>
</tr>
<tr>
<td>13-16</td>
<td>Peer teach various dance steps&lt;br&gt;Teach parts of a dance&lt;br&gt;State that weight bearing exercises are beneficial to skeletal health&lt;br&gt;Participate in weight bearing dance activities in class</td>
<td>Peer instruction&lt;br&gt;Weight bearing exercise&lt;br&gt;Michael Jackson’s Beat it&lt;br&gt;Sugarland Stuck Like Glue</td>
</tr>
<tr>
<td>17-20</td>
<td>Make connections between dance and healthy</td>
<td>Nutrition, eating disorders,</td>
</tr>
</tbody>
</table>
Create a fitness routine using dance steps

| 21-24 | Participate in a variety of dance activities |
|       | Participate in a line dance to music.       |
|       | Just Dance Wii                             |
|       | Hip Hop Cards                              |
|       | Dancing with the stars                     |
|       | DVD                                        |
|       | Line Dance                                 |
|       | Circle dance                               |

| 25-28 | Explore various types of dance             |
| 29-35 | Choreograph a dance segment                |
|       | Guest instructors                          |
|       | Teacher and students                       |

Resources:
Dancing with the stars DVDs
Hip hop cards
Hip hop DVD
Internet nutrition info: choosemyplate.gov

Projects;
**Name/Title:** Michael Jackson's “Beat It” Dance (September 2010)

**Purpose of Event:** The students will be able to correctly perform the 32 count “Beat It” line dance, staying with the music, and be able to list facts about the 1980's. This dance would make an excellent warm-up activity!

Suggested Grade Level: 4-12
Materials Needed: music player
**Recommended music:** Michael Jackson's "Beat It" song

**Beginning dance formation:** Students are randomly spaced on the gym floor.

Description of Idea
Introductory Ideas:

Life in the 1980's: Average salary was $15,757; a BMW cost $12,000 and a Mercedes 280E was $14,800; AIDS took the lives of many talented citizens and spread among the population; Sandra Day O’Connor became the first woman on the US Supreme Court; the space shuttle Challenger exploded 74 seconds after liftoff and killed all seven astronauts aboard, including school teacher Christa McAuliffe; Cabbage Patch dolls and Rubik’s Cubes were popular toys; “Beat It” won the 1983 Grammy Award for Best Record of the Year and Best Rock Vocal Performance; the lyrics to “Beat It” are about life on the streets.
Dance Steps:

Counts 1-8 - Walk forward RLR, raise the L knee (1-4)
Walk forward LRL, raise the R knee and pivot ¼ turn to the L (5-8)
Counts 1-8 – Place feet apart and sway hips R for 2 counts, L for 2 counts, and RLRL for 1 count each
Counts 1-8 - Grapevine R (1-4) and Grapevine L (5-8)
Counts 1-8 - Walk backwards RLRL (1-4) and jump out-in-out-in. (5-8)
Repeat the dance to a new wall.

Variations:

If you are teaching younger children, you can take the turn out of the first 8 counts and continue to face the same wall for the entire dance.

If you are teaching middle school or high school students, a second turn can be added. The students will do the initial ¼ turn during the first 8 counts and the second turn comes during the grapevines. Simply add a ½ turn to the L at the end of the second (L) grapevine. The students are now facing the wall that was originally to their R. You can even ask them to figure out the total number of degrees that they turned: 270!

Name/Title: Create-A- Line Dance

Purpose of Event: This lesson serves as an assessment demonstrating students' understanding of the processes, principles, and structure of line dance. Through original choreography, students apply their knowledge of previously learned line dance elements. This lesson fulfills National Standards: 1, 2, and 4.

Prerequisites: Prior to this lesson the students should have experienced several different line dances and become familiar with the structure of a line dance and the movement elements included, such as scuff and grapevine. I had previously taught the "Elvira", "Hill Billy Lion", Western Slide", and the "Lindy Lou" to the students.

Suggested Grade Level: 9 - 12
Materials Needed: Stereo, boom box, pencil and paper for each group, posters explaining movement elements learned thus far

Recommended music: Any music with a steady, clear beat may be used. The following have worked well. Shania Twain - Come on Over CD - Track 3 - "Love Gets Me Every Time" (Tracks 1, 3, and 4 are all great for line dancing) I also encouraged students to bring in any music they would like to perform their dance to, screened beforehand by myself of course, as line dancing can be performed to any music, as long as there is a steady beat.

Beginning dance formation: Students are divided into groups of three or four. Groups are scattered throughout the gymnasium space as they work to choreograph their line dances.

Description of Idea

Students are given two class periods to work together as a group (cooperative learning), and choreograph their own line dance. More or less time may be needed depending on the length of class and the experience level of the students. The music used for the dance should be played on repeat so the students choreograph and rehearse with the performance music and can make sure their choreography works well.

Students will be given a list of criteria which must be included in their dance. They must…

* implement moves learned from previous dances taught in the unit, (such as a scuff, a vine, a hip bump, etc).
* have four transition steps so they face each wall throughout their dance.
* add a unique movement or personal touch.

During the performance phase of the lesson, students will be asked to be critical observers of the other groups. As polite audience members they are expected to applaud after each group performs. They should watch for several specific criteria.

*Which movements are utilized that were previously learned?*  
*What unique movement was added?*  
*Did the dance have a clear transition between facings?*

Variations:
Students could be asked to add additional criteria such as:

- a half time/double time element
- a level change
- a sound making element (snaps, claps, stamps, etc.)
- a specific number of counts used while facing each wall

Students could be videotaped and asked to critique their own dances.

This format could be used for any dance style if criteria are changed. This was the unit I had while student teaching at the high school level, just line dancing.

Assessment Ideas:

Teacher can assess students on rhythm, on utilization of previously learned movement elements, on cooperative work within a group, and on cognitive knowledge of dance steps by having each student complete a write up of their dance.

Adaptations for Students with Disabilities:

Use a drum beat or hand clap to emphasize the beat for any students with hearing impairment.

Students who are wheelchair bound can be aided by another student, if necessary. Each student’s needs and abilities are different so adjustments need to be made individually.

Students who are developmentally challenged should have the performance criteria modified.

**Name/Title:** Stuck Like Glue 4-Wall Line Dance (April/May 2011)

**Purpose of Event:** To perform a 4-wall country themed line dance, staying with the music and remembering the sequence of the steps.

Suggested Grade Level: 4-12
Materials Needed: None
**Recommended music:** Stuck Like Glue by Sugarland

**Beginning dance formation:** Students can be arranged in rows, in a large circle, or spread randomly around the gym.

Description of Idea
This dance is 32 counts and can be taught with or without the turns.

Step 1: Twist Step – Cue with: heels-toes-heels-toes-R heel, toe- heel-toe. With both feet together swivel both heels to the L (1), followed by the toes to the L (2), repeat heels to the L followed by toes to the L (3-4). Place R heel to the front (5), touch the R toe next to L foot (6), repeat placing the R heel forward (7), and touching R toes back next to L foot (8).

Step 2: Grapevines R and L with scuff at end of each grapevine. Adding a turn: Grapevine to the R ending with a scuff of the L foot (1-4); Grapevine to the L ending with a scuff on the R foot and a ¼ turn to the L (5-8). The dancer is now facing a new wall.

Step 3: Advanced step – Cue with: Shuffle R- Rock step – Shuffle L-Rock step. Shuffle step - step on the R foot (1), step on the ball of the L foot (&), step on the R foot (2)- (also called a step-ball-change or chasse). Rock forward by stepping forward on L foot (3) and rock back by stepping back on R foot (4). Reverse the step by doing a shuffle step moving backwards stepping on the L foot (5), step on the ball of the R foot (&), step on L foot (6). The rock step is done by stepping back on the R foot (7) and forward on the L foot (8).

OR

Step 3: Easier step – Glue step: Feet slide as if “stuck like glue.” Step forward on the R foot and slowly drag L foot up to R (counts 1-4). Step back on L foot and slowly drag R foot to the back to the R foot (counts 5-8).

Step 4: Twist and Shout Step on the R foot to the R side (1), bring L foot in and stomp L (2). Step on the L foot to the L side (3), bring the R foot in and stomp R (4). Keeping feet together, twist hips to the R (5), L (6) and 2 times to the R (7-8) while shouting “yahoo.” Repeat the dance to a new wall.

Variations:

After teaching the 4 steps, challenge students to create another variation to add to the dance. Arms can also be added to each step.
Teaching Suggestions:

Anticipatory Set: Country music has long been associated with line dancing. Ask students if they can name a country singer, group or song. There have been many popular line dances through the years, including “Boot Scooting Boogie” and “Copperhead Road.” Both of these dances go with a specific song. There are some line dances that can go with any song.

Adaptations for Students with Disabilities:

Students in wheelchairs can do all of the twisting movements with the hands and arms and can move the wheelchair side to side during the grapevines and forward and back on the “glue step.” The dance can be done facing the same wall without doing any turns for students with cognitive disabilities. The dance can also be done to a song with a slower tempo.

**Name/Title:** Dance Team/ Collaborative Fitness Routines

**Purpose of Event:** Students will experience the process of creating a "dance team" type routine by following a set procedure. Students will recognize that doing dance team dances is one way to keep aerobically fit. This lesson addresses National Dance Content Standards: 1, 2, and 6.

**Prerequisites:** Students should have some experience with various dance steps such as: the grapevine, 1/4 turns, step-touch, jazz squares, etc. Kick-boxing type moves and jump rope patterns could also be utilized and practiced. Students should have previous experience matching their movement to the rhythm and the beat of music. Students should have experienced success executing choreography planned by others.

Suggested Grade Level: 9-12

**Materials Needed:** Poster paper or a board for writing down ideas, thick tipped markers, tape for hanging poster paper, music, and (optional) post-it notes or index cards.

**Recommended music:** Upbeat, popular, top-40 music with a clear, steady beat What the kids are listening to or played at school dances

Description of Idea
Students gather together near the writing surface and the teacher explains that they are going to learn how to put a series of dance steps into a short dance team type routine. Teacher should model how to create a routine by taking various dance steps and combining them to create dance measures.

Write all ideas on paper. Then arrange moves in an order and re-write them on the poster paper. Optionally, the ideas could be written on the note cards or post-its and the rearranging becomes easier. Following the creation of a few dance measures into a combination, have class practice the mini-dance a few times. After practicing and when the routine is semi-mastered, incorporate music. Continue creating measures, write them on the poster board, and add them to the combination. Keep practicing them from the top (beginning). A dance routine will take shape from the combination of all of the measures.

I use this lesson to teach the class how to create a dance prior to assigning a "dance project" which will be choreographed in small groups.

Variations:

I also like to switch created measures between my dance classes. I will take one measure from one class and another measure from another class and combine them into a "Multi-class Dance Routine."

Ask the students to create their own dance step and add it to their routine. Name the step after them.

Assessment Ideas:

Observe students for rhythmic accuracy. Watch in small groups and check for knowledge of the dance sequence. Have students take their pulse before and after the dance to further the connection with the health/fitness benefits of dancing.

Teaching Suggestions:

If the class has had previous dance experience, they can be asked to adapt the dance by changing the physical relationships of the dancers, perform it as a round, or create beginning and ending positions.

Adaptations for Students with Disabilities:
I pair my adaptive kids up with cheer or dance students who have experience with dance. Also, putting them in the front row between two experienced dancers helps them stay in sync with the count.

**Name/Title:** Dancing with Glee (February 2011)

**Purpose of Event:** To correctly remember and perform the 32-count dance sequence to the song “Proud Mary.” (Students can add their own interpretation of the music to each step.)

Suggested Grade Level: 5-12

Materials Needed: CD player

**Recommended music:** “Proud Mary,” as performed by the cast of Glee and found on the album Glee: The Music, Vol. 2. The individual song can be downloaded from iTunes.

**Beginning dance formation:** Students are randomly spaced on the gym floor.

Description of Idea

Introduction: “Proud Mary,” as done by the cast of the popular TV show Glee, is a remix of the original song done by Tina Turner in 1971.

Step 1 – Slides R, L:

Counts 1-8 – (counts 1-4) Moving to the R - Step R to side, close L foot next to R and step L, step R to side, touch the L toe next to the R foot. Cue with the words: step, close, step, touch. (counts 5-8) Reverse the movement moving to the L – Step L to the side, close R foot next to L and step R, step L to the side, touch the R toe next to the L foot. Cue with the words: step, close, step, touch

*** Style: Ask students to put their own style, bounce and interpretation of the music into the movements. They can make the steps wide, add hips, arms, etc.

Step 2 – Knee, Step, Run, Run:

Counts 1-8 – (Counts 1-4) Raise R knee (1), step R (2), run L (3), run R(4). Reverse and perform this movement starting by raising the L knee (5), step L (6), run R (7), run L (8)

*** Style: Ask students to add their own style into the step. They could make the 2 runs a ball change and/or add arms to add variety and make the step their own!
Step 3 – Rolling!:

Counts 1-8 – Keeping feet slightly apart and moving hips to the music, roll the hands above the head for 2 counts, below the waist for 2 counts, above the head for 2 counts and below the waist for 2 counts.

*** Style: Again, challenge the students to add their own interpretation to this step. They could do the arm rolls looking side, front, side, front or even add some different foot work to the step.

Step 4 – Pivot Turns, Shoulders:

Counts 1-8 – Pivot turn by placing R foot forward and pivoting \( \frac{1}{2} \) turn to the L, step L (1-2), pivot turn again by placing R foot forward and pivoting \( \frac{1}{2} \) turn to the L, step L (3-4). The class is now facing the original wall. Step out with R foot while moving R shoulder to the front and back (5-6), step out with L foot while moving L shoulder to the front and back (7-8).

*** Style: A \( \frac{1}{4} \) turn to the R can be added on counts 7-8 of step 4. The dance can now be performed facing a new wall. It might be a good idea to teach the dance and perform it to the music several times before adding this variation.

There are breaks in the song when the class will need to run in place. Emphasize raising the knees as the class runs for 12 counts.

Follow the pattern listed below and the “rolling” movement should go with the words of the chorus, “rolling on the river…”

Putting the dance to music: Hold during the first 16 counts of the song. The song begins with a very slow tempo.

Perform steps in the following order: 1, 2, 3, 4. Repeat 1, 2, 3, 4. Repeat 3, 4.

The tempo of the music increases. During the rest of the song perform the steps in the following order:

Perform steps 1-4 3x through. Repeat steps 3 & 4. Perform steps 1-4. Run in place for 12 counts.

Perform steps 1-4 2x through. Repeat steps 3 & 4. Perform steps 1-4. Run in place for 12 counts.

Perform steps 1-4 2x through. Repeat steps 3 & 4. Perform steps 1-4. Run in place for 12 counts.
Perform steps 3-4 until the end of the song.

Assessment Ideas:

Initially students can be assessed on their ability to perform the 4 steps in a row correctly, recalling the pattern. Later the students can be assessed on their ability to perform the steps correctly and stay with the rhythm of the song. Lastly, the students can be asked to incorporate some of their own style (interpretations) into one or more of the steps.

CNN.com asked exercise physiologists, trainers and nutritionists about their most hated exercise myths. Consider these the 10 persistent myths of fitness.

10) Your cardio machine is counting the calories you're burning.
"It doesn't mean anything," said Mark Macdonald, personal trainer and author of "Body Confidence" about the calorie numbers spit out by the cardio machine. Some machines don't even ask for your weight or sex. "It's not asking your body composition," he said. "If you're at 18% body fat, you're going to burn a lot more than if you're female at 35% body fat."
And how many people know their body fat percentage?
The number calculated by your machine is likely not accurate.

9) Women shouldn't lift weights because it'll make them bulky.
This one drives Alice Burron, a former female bodybuilder, crazy. She would spend four to five hours a day when she competed, trying to build muscles. "You really have to overload those muscles to create bulk," said Burron. "It's very, very difficult."
Women have too much estrogen to build large amounts of bulk. Guys build muscles faster because they have testosterone.
So ladies, don't fear the barbells. Strength training helps decrease body fat, increase lean muscle mass and burn calories more efficiently.
The government's 2008 Physical Activity Guidelines for Americans recommended muscle-strengthening physical activity on at least three days of the week for kids and two or more for adults.

8) Heart rate monitors will let you know how hard you're working.
Heart rate monitoring is a flawed science.
The better detector of how hard you're working is not the newest, gee-whiz tech device, but your own body.
"The perceived exertion, your own sense of how hard you're working is a much more reliable of exercise intensity," said Matt Fitzgerald, senior editor of Competitor group.
Perceived exertion means it's your estimation of how hard you are working out and surprisingly, it's very accurate, he said.
"Your perception of your limit can change over time. So yeah, even your own perception isn't perfect. It's still better than heart rate monitor," Fitzgerald said.
Heart rates could falter depending on what kind of exercise you're doing.
The talk test can measure how intensely you're working out depending on whether you can talk in full sentences, short phrases or if you're barely able to muster a few words.
"It's best to learn to recognize your body's signals and get a better control of your effort," said Alex Hutchinson, author of "Which Comes First: Cardio or Weights."

7) Your weight is the end all, be all.
Newbies hit the gym, and then weigh themselves every day on the scale.
Week-after-week, they see no downward trend on the scale and get impatient.
People starting saying, "I haven't lost any weight. This is pointless, I'm not accomplishing anything," said Hutchinson.
After a few months of increased exercise, they are healthier because they've reduced risk factors such as blood sugar levels. Even though a person may not be losing weight, his health has improved in ways that might not be measured.
"They're stuck in this paradigm that weight is the ultimate barometer for fitness. They don't realize the progress they've made and give up."

6) Low-intensity exercise burns more fat.
In general, low intensity exercise has its place -- it's less stressful on joints.
The myth is that if you exercise too intensely, you end up burning carbohydrates instead of fat.
It's the most dangerous type of myth because there's a kernel of truth in it, Hutchinson said.
The more intensely you exercise, the higher proportion of carbs you burn. You may burn less fat, but the total amount of calories burned is higher and that is the bigger picture.
When your body has burned up all the carbs, it starts burning fat.
"You can ignore zones and pay attention to how many calories you burn, which ultimately determines how much body fat you're going to lose," Fitzgerald said.

5) Chug a protein shake after workout.
"It's eating another meal," said Macdonald, a personal trainer who helped TV host Chelsea Handler get in shape.
Protein shakes, powders and bars are good for emergencies, but "they're the lowest quality food."
"You're better off eating real food," he said.
The products are more processed. The best way to get protein is through foods such as a turkey sandwich, Greek yogurt with nuts and fruit.
Martin Gibala, chairman of the department of kinesiology at McMaster University in Hamilton, Ontario, agrees. "Protein sources in real food are Number 1. Cheaper and real food may provide other benefits, vitamins and minerals. And some of the components in food may act synergistically in ways we don't understand."
"When we isolate the compound we think works, it's not as good as the real foods."

4) You can spot reduce for tight abs or toned arms.
You may have crunched in vain.
You won't see muscle definition or a nice six-pack despite how many crunches you do, because of the layer of fat resting on top of your muscles.
"Don't focus on a body part. Try to get them all," said Burron, a spokeswoman for the American Council on Exercise. "You might have beautiful triceps -- it may not be flopping all over the place. Until the fat is gone, most people wouldn't know it's there.

3) As long as I go to the gym 30-45 minutes, that gives me a pass to do what I want for rest of the day.

The gym doesn't negate a bad diet.

Also, emerging research suggests that if you're sedentary most of the day, it may not matter how hard or often you exercise.

People who spend more time sitting during their leisure time have an increased risk of death, regardless of daily exercise.

**Sitting for hours can shave years off life**

In a study of more than 123,000 healthy people, the American Cancer Society found that women who spent more than six hours a day sitting were 40 percent more likely to die sooner than women who sat less. Men who sat more had 20 percent increased risk of death.

**Essentially, those who sit less, live a longer life than those who don't.**

2) No pain, no gain.

"The ongoing perception is that people need to feel pain through the entirety of their workout or they're not getting the benefit -- that one's very frustrating to me," said Burron, a personal trainer. "You shouldn't be exercising at a level of pain ever."

Feeling discomfort during a workout is OK.

"If it's so intense you're thinking of passing out, you can't continue this session for longer, then it's too difficult and you're at increased risk for injuries or burnout," Burron said.

"You want to exercise smarter, not harder," she added. "That's the premise. You don't have to kill yourself. You just have to be smart about it."

1) Stretching will help prevent injuries.

A growing number of studies challenge the entrenched assumption that stretching helps prevent injuries.

"The way we were taught to stretch, to try to touch your toes -- there's little evidence it prevents injuries," Hutchinson said.

**A review published in 2007** of 10 randomized studies about stretching after or before physical activity found that "muscle stretching does not reduce delayed-onset muscle soreness in young healthy adults."

Static stretching is when you stay in place, bend over to touch your toes, or try to pull your ankles towards your hips.

A study presented this year at the American Academy of Orthopedic Surgeons found that such static stretching before a run neither prevents nor causes injury.

Then a study published this month in Medicine & Science in Sports & Exercise found that static stretches that last longer than a minute could be detrimental to performance.

Athletes often swing their arms and warm up before a game. That type of dynamic stretching such as high knee jogs, walking lunges can help move your muscles through different ranges of motions.

This type of dynamic stretching is different from clutching your limbs, because it focuses on movement.
A study published in the Journal of Strength & Conditioning Research found professional soccer players who practiced dynamic stretching had higher range of motion than when they practiced only static stretches. While toe-touches and extra flexibility might be required in gymnastics or figure skating, it's irrelevant for more everyday activities like basketball or weightlifting.
**Individual Sports**  
(Tennis, Swimming, Golf, Cycling)

<table>
<thead>
<tr>
<th>Enduring Understanding</th>
<th><strong>People who are healthy and fit improve their quality of life.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enduring Understanding 2</td>
<td><strong>There are a variety of community resources for participation in individual sports.</strong></td>
</tr>
<tr>
<td>Enduring Understanding 3</td>
<td><strong>Muscle Fibers adapt to specific training.</strong></td>
</tr>
<tr>
<td>Enduring Understanding 4</td>
<td><strong>Aerobic exercise can reduce controllable heart health risk factors.</strong></td>
</tr>
<tr>
<td>Enduring Understanding 5</td>
<td><strong>Individual sports are lifetime activities that are easily entered because they don’t require assembling teams of people.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Objective(s)</th>
<th>Learning Activities/Learning Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will attempt to switch from forehand and backhand grip.</td>
<td>Tennis forehand and backhand</td>
</tr>
<tr>
<td>2</td>
<td>Students will attempt to switch forehand/backhand body position</td>
<td>Tennis forehand and backhand</td>
</tr>
<tr>
<td>3</td>
<td>Students will be able to demonstrate the proper grip and stroke for a volley.</td>
<td>Tennis volleying</td>
</tr>
<tr>
<td>4</td>
<td>Students will attempt the serve toss.</td>
<td>Tennis serving</td>
</tr>
<tr>
<td>5</td>
<td>Students will be able to explain the use and rules of the serve and scoring.</td>
<td>Tennis singles</td>
</tr>
<tr>
<td>6</td>
<td>Students will demonstrate a general knowledge of the tennis rules for basic game play.</td>
<td>Tennis singles</td>
</tr>
<tr>
<td>7</td>
<td>Students will identify motivational strategies that will help keep programs going.</td>
<td>Tennis singles/doubles</td>
</tr>
<tr>
<td>8</td>
<td>Students will explain why it is important to develop skills in lifetime sports.</td>
<td>Tennis singles/doubles</td>
</tr>
</tbody>
</table>
| 9     | Students will differentiate between short-term and long-term goals. | Tennis singles/doubles  
Goal setting activity |
| 10    | Students will identify the steps in designing a tennis program. | Tennis singles/doubles  
Program design activity |
<p>| 11    | Students will be able to identify basic safety rules in golf. | Golf safety/ putting indoors |
| 12    | Students will be able to demonstrate an interlock | Golf putting indoors |</p>
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Students will be able to recognize the difference between different clubs.</td>
<td>Golf driving</td>
</tr>
<tr>
<td>14</td>
<td>Students will be able to identify the names of various shots.</td>
<td>Golf driving</td>
</tr>
<tr>
<td>15</td>
<td>Students will be able to identify different areas of the golf course.</td>
<td>Golf driving and chipping</td>
</tr>
<tr>
<td>16</td>
<td>Students will be able to site basic rules of the game.</td>
<td>Golf modified game</td>
</tr>
<tr>
<td>17</td>
<td>Students will be able to keep score on a modified course.</td>
<td>Golf modified game</td>
</tr>
<tr>
<td>18</td>
<td>Students will explore community resources in golf.</td>
<td>Golf modified game</td>
</tr>
<tr>
<td>19</td>
<td>Students will discuss the impact the sport of golf has on the community.</td>
<td>Golf Community impact activity</td>
</tr>
<tr>
<td>20</td>
<td>Students will be able to articulate safety rules associated with indoor and outdoor cycling.</td>
<td>Cycling Safety Cycling/Muscular Development Stations</td>
</tr>
<tr>
<td>21</td>
<td>Students will be able to define cadence.</td>
<td>Cycling/Muscular Development Stations</td>
</tr>
<tr>
<td>22</td>
<td>Students will be able to determine the appropriate type and size of bike based on individual needs.</td>
<td>Cycling/Muscular Development Stations</td>
</tr>
<tr>
<td>23</td>
<td>Students will describe how muscular strength and muscular endurance are improved in cycling through application of the training principles.</td>
<td>Cycling/Muscular Development Stations</td>
</tr>
<tr>
<td>24</td>
<td>Students will identify health related problems associated with inadequate muscular strength and muscular endurance.</td>
<td>Cycling/Muscular Development Stations</td>
</tr>
<tr>
<td>25</td>
<td>Students will identify a variety of activities to improve muscular strength and muscular endurance in cycling.</td>
<td>Cycling/Muscular Development Stations</td>
</tr>
<tr>
<td>26</td>
<td>Students will be able to develop strength and conditioning programs to improve cycling performance.</td>
<td>Cycling/Muscular Development Stations Strength Plan</td>
</tr>
<tr>
<td>27</td>
<td>Students will be able to describe the cardiovascular benefits of cycling.</td>
<td>Tour De France Team Time Trial</td>
</tr>
<tr>
<td>28</td>
<td>Students will be able to locate community resources for cycling.</td>
<td>Tour De France Team Time Trial Community Resources Project</td>
</tr>
<tr>
<td>29</td>
<td>Students will be able to articulate and consistently follow all safety rules during</td>
<td>Swimming Safety Warm up/Cool down</td>
</tr>
<tr>
<td></td>
<td>Students will be able to swim one length utilizing the freestyle stroke.</td>
<td>Swimming freestyle</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>30</td>
<td>Students will be able to swim one length utilizing the breaststroke.</td>
<td>Swimming breaststroke</td>
</tr>
<tr>
<td>31</td>
<td>Students will be able to swim one length utilizing the sidestroke.</td>
<td>Swimming sidestroke</td>
</tr>
<tr>
<td>32</td>
<td>Students will be able to swim one length utilizing the backstroke.</td>
<td>Swimming backstroke</td>
</tr>
<tr>
<td>33</td>
<td>Students will be able to tread water utilizing any technique for 2 minutes.</td>
<td>Swimming Tread Water Water polo/Volleyball</td>
</tr>
<tr>
<td>34</td>
<td>Students will explain how the circulatory and respiratory systems are related to Cardio-vascular fitness.</td>
<td>Water polo/Volleyball</td>
</tr>
<tr>
<td>35</td>
<td>Students will discuss the cardiovascular benefits of swimming.</td>
<td>Triathlon Skills</td>
</tr>
<tr>
<td>36</td>
<td>Students will identify and describe methods of determining the level of cardiovascular Fitness in swimming.</td>
<td>Triathlon Event</td>
</tr>
</tbody>
</table>
**Mixed Martial Arts**

<table>
<thead>
<tr>
<th>Enduring Understanding 1</th>
<th>Mixed martial arts skills increase fitness through the constant practice of different movements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enduring Understanding 2</td>
<td>Martial arts are a lifetime activity.</td>
</tr>
<tr>
<td>Enduring Understanding 3</td>
<td>Problem solving skills are essential to healthy every day living.</td>
</tr>
<tr>
<td>Enduring Understanding 4</td>
<td>Conflict resolution is an essential aspect of addressing emotional and mental wellness.</td>
</tr>
<tr>
<td>Enduring Understanding 5</td>
<td>Communication skills prepare students for healthy real-life responses where emotional and mental frustrations arise.</td>
</tr>
<tr>
<td>Enduring Understanding 6</td>
<td>Effective goal setting is essential to success.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Objective 1</th>
<th>Design and implement a personal wellness program based upon information obtained from the learned activities, communication/problem-solving skills, and nutritional information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Objective 2</td>
<td>Demonstrate competence in applying basic skills of individual martial arts in the execution of more complex mixed martial arts skills</td>
</tr>
<tr>
<td>Unit Objective 3</td>
<td>Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships</td>
</tr>
<tr>
<td>Unit Objective 4</td>
<td>Seek personally challenging experiences through physical activity as a means to personal growth</td>
</tr>
<tr>
<td>Unit Objective 5</td>
<td>Demonstrate strategies used to prevent, manage and resolve conflict in healthy ways and identify adults and peers and community resources that might assist, when appropriate</td>
</tr>
<tr>
<td>Unit Objective 6</td>
<td>Analyze the possible causes of conflict in families, among peers, and in schools and communities</td>
</tr>
<tr>
<td>Unit Objective 7</td>
<td>Evaluate the effects of media, technology, and other factors on personal, family, and community health</td>
</tr>
<tr>
<td>Unit Objective 8</td>
<td>Prioritize and demonstrate strategies for maintaining healthy relationships and solving interpersonal conflicts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Objective(s)</th>
<th>Learning Activities/Learning Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will demonstrate an understanding of <strong>rules, expectations, course outline, rewards, and consequences</strong></td>
<td>Rules, moral responsibilities associated with learned fighting skills</td>
</tr>
<tr>
<td>Number</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Students will construct (collaboratively) an <strong>agreed code of ethics</strong> to follow in and outside of class. <strong>Warm-up routine</strong> and introductory <strong>exercises</strong>. <em>Rules contract</em>  <em>Perspectives of ethical, moral terms</em></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Students will demonstrate <strong>striking</strong> techniques related to punching and footwork. Students will demonstrate society/media influence on ego, pride, anger and how that influences perceptions of conflict resolution as it relates to <strong>problem solving/communication</strong>. Footwork circling, forward, and backwards. Jabs, crosses, keeping hands in correct spots. White boards and group pairing to discuss society/media influence.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students will demonstrate <strong>striking</strong> techniques related to punching and footwork. Students will be introduced to problem-solving method and number one concern regarding <strong>problem solving/communication</strong>. Crosses, hooks, combinations, some blocking. <em>Problem-solving worksheet to show, discuss, and assign for next class.</em></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students will demonstrate <strong>striking</strong> techniques related to punching, knees, elbows, and collar-tie. Students will discuss problem-solving method. Students will be introduced to key aspects of communication and explain using boards when to be humble, when to be assertive, and how as it relates to <strong>problem solving/communication</strong>. Crosses, hooks, combinations, blocking. Crosses, knee, elbow, collar-tie. <em>Slides from “10th - Problem Solving Communication”.</em></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Students will demonstrate <strong>striking</strong> techniques related to kicking (legs, body, and how to block). Students will be introduced to “Difficult Conversations” and practice the model as it relates to <strong>problem solving/communication</strong>. Homework. Leg kicks, body kicks, front kicks, check kicks, counter kicks. Show “Difficult Conversations” layout – students graded on being on-task during role play. <em>Conflict Resolution and Communication Homework.</em></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students will demonstrate <strong>striking</strong> techniques related to all appropriate strikes and blocks (time for other students to lightly spar or get individual help). Have conversations with students in small groups while others are lightly sparring and re-group at the end. Open conversation with students regarding communication/conflict issues surrounding negotiation, technology, avoidance, blame, etc.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Students will demonstrate competency on <strong>striking techniques rubric</strong>. Each student will be assessed according to <em>Striking Techniques Rubric.</em></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><strong>Transition time</strong> – students can (if able) show skills they know related other forms of martial arts <strong>striking/blocking</strong> to class – peer teaching</td>
<td>Students work in small groups or 1 large group practicing teacher-directed or student-centered striking/blocking skills</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9</td>
<td>Students create a <strong>SMART goal</strong> worksheet to meet a goal regarding their fitness warm-ups or previously learned skill and a way to measure it Students will demonstrate <strong>wrestling</strong> techniques related to sprawling and pummeling</td>
<td>* <strong>SMART Goal</strong> Worksheets \nSprawling, pummeling, falling and exhaling</td>
</tr>
<tr>
<td>10</td>
<td>Students will demonstrate <strong>wrestling</strong> techniques related to sprawling, pummeling, and take-downs</td>
<td>Single leg sprawl, pummel lift his shoulder, pummel out to Judo throw, Thai clinch removed, lean onto him, lift and hook leg, Thai clinch removed, keylock into him and sit down</td>
</tr>
<tr>
<td>11</td>
<td>Students will demonstrate <strong>wrestling</strong> techniques related to pummeling and scooping under</td>
<td>Scoop under knee-type clinch: step, pull, sit; headlock, fall to right hip; hips in and hyperextend; hook around head, triangle step Pummel: arm takedown, elbow sweep, keylock-takedown</td>
</tr>
<tr>
<td>12</td>
<td>Students will demonstrate <strong>wrestling defense</strong> related to sprawling, escapes, and reversals</td>
<td>Double-leg defend – wizard, sprawl with strikes, single-leg sprawl to hips, late sprawl hands on back All American tackle – arm under the neck</td>
</tr>
<tr>
<td>13</td>
<td>Students will demonstrate <strong>wrestling offense</strong> and <strong>defense</strong> related to wall/cage position</td>
<td>Pummel out against wall, pummel out against wall with calf kick, lean into them (face to chest, face to belly) single or double leg</td>
</tr>
<tr>
<td>14</td>
<td>Students will show competency of <strong>striking</strong> and <strong>wrestling</strong> skills together to set up, defend, and make take-downs effective</td>
<td>Circling, footwork drills, combinations, take-downs, and sprawls</td>
</tr>
<tr>
<td>15</td>
<td><strong>Transition time</strong> – students can (if able) show skills they know related other forms of <strong>wrestling</strong> to class – peer teaching</td>
<td>Students work in small groups or 1 large group practicing teacher-directed or student-centered</td>
</tr>
<tr>
<td></td>
<td>Students will demonstrate</td>
<td>wrestling skills</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>16</td>
<td>wrestling techniques related to all appropriate set-ups and take-downs (time for other students to lightly “roll” or get individual help)</td>
<td>*Wrestling Technique Rubric</td>
</tr>
<tr>
<td>17</td>
<td>grappling/submission techniques related to guard, passing guard, keeping guard, etc.</td>
<td>Closed guard, open guard, hip escapes, pass guard: elbows to legs hands to ribs, can opener knee to butt and lift, knee to butt, slide and arch, slide leg over knee</td>
</tr>
<tr>
<td>18</td>
<td>grappling/submission techniques related to defensive positions of wrestling and grappling that lead into submissions</td>
<td>Sprawl to anaconda choke, Bottom closed guard to Kamora – possibly to a sweep, Grabbed from behind – leg lock</td>
</tr>
<tr>
<td>19</td>
<td>grappling/submission techniques related to defensive positions of wrestling and grappling that lead into submissions Students will demonstrate offensive submissions</td>
<td>Bottom closed guard: Arm bar from his backing up, Triangle choke from him grabbing your leg Kamora/Americana</td>
</tr>
<tr>
<td>20</td>
<td>grappling/submission techniques related to defensive positions of wrestling and grappling that lead into submissions</td>
<td>Sprawl into rear naked choke, roll into rear naked choke, “hooks”, “taking the back”</td>
</tr>
<tr>
<td>21</td>
<td>control surrounding grappling for submissions while “rolling”</td>
<td>“Rolling” opportunities with different partners to workout, bond, and attempt submissions</td>
</tr>
<tr>
<td>22</td>
<td>control surrounding grappling for submissions while “rolling”</td>
<td>Free “rolling” and light sparring</td>
</tr>
<tr>
<td>23</td>
<td>advanced, complex skills by putting all of the learned skills together from striking to wrestling to grappling to a submission</td>
<td>**“Putting it all together” Rubric</td>
</tr>
<tr>
<td>24</td>
<td>Extra time (if needed for “Putting it all together”)</td>
<td>Extra time? or free sparring</td>
</tr>
<tr>
<td>25</td>
<td>Class room: Students will design a Personal Wellness Program consisting of emotional, physical, and mental health</td>
<td>SMART goal for each domain, adhere to rubric to meet all requirements * Personal Wellness Program Rubric</td>
</tr>
<tr>
<td>26</td>
<td>Extra class time for Personal Wellness Program</td>
<td>Extra time</td>
</tr>
</tbody>
</table>
27 Students will peer-teach (small group or whole group) a new skill related to martial arts  
*Bring In a New Skill 
Homework

28 Students will peer-teach (small group or whole group) a new skill related to martial arts  
*Bring In a New Skill 
Homework

29 Students will peer-teach (small group or whole group) a new skill related to martial arts  
*Bring In a New Skill 
Homework

30 Students will peer-teach (small group or whole group) a new skill related to martial arts  
*Bring In a New Skill 
Homework

31 Students will peer-teach (small group or whole group) a new skill related to martial arts  
*Bring In a New Skill 
Homework

32 Students will peer-teach (small group or whole group) a new skill related to martial arts  
*Bring In a New Skill 
Homework

33 Student choice activities  
Student choice activities

34 Student choice activities  
Student choice activities

35 Game tournament of MMA skills  
Celebrate end of semester

Rules Contract

This MMA class is designed to teach you skills related to striking, wrestling, grappling, and jiu jitsu to build **fitness, self-defense skills, and promote a fun lifelong sport.** As you would expect from any physical education/health class there will be concepts to learn along with the activities:

**Concepts** include:
- Problem/solving/communication
- Goal Setting
- Design a wellness program

The beginning of the semester will be teacher-directed, the end can be (depending on your knowledge and interest) student-directed – meaning you can teach one another.

The **grading rubric** for “group discussions” or the classroom-type portions of class:

<table>
<thead>
<tr>
<th>10-9 points</th>
<th>8.5-7 points</th>
<th>6.5-5 points</th>
<th>4.5-1 point(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- on-task talking and listening about the topic</td>
<td>- talking mostly about the topic and creating good ideas</td>
<td>- somewhat on task, talking both on topic and off-topic</td>
<td>- not on task because talking about everything except the topic</td>
</tr>
<tr>
<td>- participating in whatever list(s) or ideas needs to be presented</td>
<td>- good participation on ideas, somewhat allowing others to do the work</td>
<td>- somewhat helped the list (added 1 or 2 adequate ideas)</td>
<td>- not participating</td>
</tr>
<tr>
<td>- can explain to others what your</td>
<td>- can explain most of what the group work</td>
<td>- can only explain some of the group work</td>
<td>- unable to explain group work</td>
</tr>
</tbody>
</table>
Rewards – when everyone is consistently **safe, under control**, and **trying their best** rewards such as light headgear sparring, MMA video clips, and possibly end-of-the-year Xbox MMA tournaments can be earned.

Consequences – failure to act appropriately as a group or individual can result in NPs, detentions, phone calls home, and/or office referrals.

Class layout – every class will have – warm-up drills and technique to practice, every class you will work with a different partner – some classes will have in addition to that – instruction and/or assignments and/or group work at the end of the class

Effort/participation - Intensity in effort of your movement, **not** intensity in hitting or slamming

Attendance
- Students are **required** to participate in class activities. You are expected to be prepared with a change of clothes for all classes unless excused by a parent, doctor, school nurse, or physical education teacher due to illness or injury.
- During this course a student is allowed a maximum of **5 excused or unexcused absences**. If a student has 6 or more absences he/she will **not** receive credit for the class. (2010-2011 handbook)
- Students who will be sick or injured for more than one week must provide a doctor’s note. The student is still expected to attend class and participate where possible.

<table>
<thead>
<tr>
<th>Not participating – NP</th>
<th>Unprepared – UP</th>
<th>Absent Unexcused – AU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st NP or UP</td>
<td>2nd NP or UP</td>
<td>3rd NP or UP</td>
</tr>
<tr>
<td>4th NP or UP</td>
<td>5th NP or UP</td>
<td>6th NP or UP</td>
</tr>
<tr>
<td>Total point off of quarter grade</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Point off</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
</table>

Grading (assignments):
Performance rubrics:
- Striking and Jiu Jitsu (10 points each)
- Wrestling (6 points)

Group discussions (10 points each)

Perspectives of Moral/Ethical Conduct (10 points)

Conflict resolution and Problem solving assignments (10 points each)

SMART Goal (10 points)

Personal Wellness Program (20 points)

Bring in a New Skill to Teach (10 points)
Perspectives of Moral and Ethical Codes of Conduct

Name:

Grade/class period:

For 10 points in Powerschool, please answer each one of these honestly in at least one sentence each.

1. Courtesy and respect

2. Self-defense vs. fighting

3. Cockiness vs. confidence

4. Athlete vs. jock

5. Martial artist vs. fighter

6. Integrity

7. Patience

8. Discipline

9. Self-control
Problem-solving worksheet

What is the problem? ___________________________________________________

What may have caused the problem? ______________________________________

List 3 possible solutions.
1.  _________________________________________________________________

2.  _________________________________________________________________

3.  _________________________________________________________________

What are the positive outcomes of option 1?

________________________________________________________________

What are the negative outcomes of option 1?

_________________________________________________________________

How do you feel about this option now?

__________________________________________________________________

What are the positive outcomes of option 2?

________________________________________________________________

What are the negative outcomes of option 2?

_________________________________________________________________

How do you feel about this option now (reflection)?

__________________________________________________________________

What are the positive outcomes of option 3?

________________________________________________________________

What are the negative outcomes of option 3?

_________________________________________________________________

How do you feel about this option now?

__________________________________________________________________

What is your solution? ________________________________________________
Think back to today’s role-playing in class and the information from “difficult conversations” and the “problem solving worksheet”. Explain a situation that could make you angry or violent. Explain in detail how you would treat others and how you would avoid acting out of anger, pride, or ego to resolve the conflict without violence.

<table>
<thead>
<tr>
<th>10-9 points</th>
<th>8.5-7 points</th>
<th>6.5-5 points</th>
<th>4.5-1 point(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- detailed, specific examples of appropriate communication</td>
<td>- gives some good examples but could be more detailed, doesn’t exactly recognize the “true problem” but is close, somewhat realistic, and somewhat of a compromise</td>
<td>- examples of communication do not quite match class discussions and the “true problem” isn’t fully recognized, simple compromise is achieved to avoid conflict</td>
<td>- work does not show serious thought or consideration to effective and safe communication surrounding problems, difficult people, and conflict and/or anger, pride, ego are a part of the solution</td>
</tr>
<tr>
<td>Student Name</td>
<td>Footwork</td>
<td>Hand/arm position</td>
<td>Crosses</td>
</tr>
<tr>
<td>--------------</td>
<td>----------</td>
<td>-------------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>Distance between feet</td>
<td>Feet stay close to floor</td>
<td>Power hand on chin</td>
</tr>
</tbody>
</table>

Striking Techniques Rubric (10 total points)
SMART Goal Worksheet

Today’s Date: ____________ Target Date: ____________ Start Date: ____________

Date Achieved: _______________

Verify that your goal is S-M-A-R-T

Specific: What exactly will you accomplish?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Measurable: How will you know when you have reached this goal?
________________________________________________________________________
________________________________________________________________________

Achievable: Is achieving this goal realistic with effort and commitment? Have you got
the resources to achieve this goal? If not, how will you get them?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Relevant: Why is this goal significant to your life?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Timely: When will you achieve this goal?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Goal (write it out specifically and detailed once you have completed all the above
sections):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
This goal is important because:

________________________________________________________________________
________________________________________________________________________

The benefits of achieving this goal will be:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Take Action!

<table>
<thead>
<tr>
<th>Potential <strong>Obstacles</strong></th>
<th>Potential <strong>Solutions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
</tr>
</tbody>
</table>

**Who** are the people you will ask to help you?

________________________________________________________________________
________________________________________________________________________

Specific **Action Steps**: What steps need to be taken to get you to your goal?

<table>
<thead>
<tr>
<th>What?</th>
<th>Expected Completion Date</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________________</td>
<td>______________________</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>______________________</td>
<td></td>
</tr>
</tbody>
</table>

Printed with permission from OfficeArrow.com, ©2008
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Pummel</th>
<th>Sprawl</th>
<th>Take down side-control</th>
<th>Take down guard</th>
<th>Away from the wall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Can pummel each arm repeatedly</td>
<td>Can sprawl to prevent a takedown</td>
<td>Can sprawl one-leg grab</td>
<td>Can take down an opponent landing in side control</td>
<td>Can take down opponent finishing in their guard</td>
</tr>
</tbody>
</table>
“Putting It All Together” Rubric (out of 10 points)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Footwork</th>
<th>Strikes</th>
<th>Takedown</th>
<th>Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distance between feet</td>
<td>Feet stay close to floor</td>
<td>Strikes make contact</td>
<td>Protecting while striking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Personal Wellness Program Rubric

Name:

Grade/period:

Think back to early in the semester with conflict resolution and problem-solving skills. Consider how you did meeting your SMART goal. Use what you’ve learned over the years about nutrition, and all that you’ve gained this semester from MMA training.

Task: Design a wellness program for yourself that meets your physical, emotional, and mental needs for health.

<table>
<thead>
<tr>
<th>20-18 points</th>
<th>17-15 points</th>
<th>14-12 points</th>
<th>12-2 point(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- One completed SMART goal worksheet each for physical, emotional, and mental health</td>
<td>- Fully completed SMART goals for each but vague plans or not fully completed SMART goals and specific detailed plans</td>
<td>- vague versions of completed SMART goals or one well-done goal and others missing or vague - plans to put wellness program into action are only somewhat realistic</td>
<td>- work does not show serious thought or consideration to improving one’s wellness - no SMART goals and no specific plans</td>
</tr>
</tbody>
</table>

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

168
Bring In a New Skill Homework

Name:

Grade/period:

Your assignment is to use my books, the internet, or learn from an experienced MMA trainee/trainer a new skill and be prepared to demonstrate it and teach it in small group or large group over the next few classes.

(1 point) Name of skill: ______________________________

(1 point) Where did learn it?: __________________________

(1 point) What are common problems/mistakes people make when trying to do it for the first time?

________________________________________________________________________

(2 points) for it being something that everyone can achieve (not a wall-jump backflip flying arm bar)

(2 points) for showing it to me as a teacher.

(3 points) for showing it to classmates well enough so that they can do it.
<table>
<thead>
<tr>
<th>MMA Skills</th>
<th></th>
</tr>
</thead>
</table>
| **Warm-Ups** | Tibet 5  
Judo rolls  
Punch stance footwork  
Hip escapes  
Knee lifts alternating  
Leg lifts with slight knee bend  
Leg sweep over chair  
Triangle stepping practice  
Break hips to sides |
| **Drills** | Body shots on partner against wall  
Partner defend double and strike  
Partner defend single and submit  
Try to land combo 1 before strikes come again  
Pummel out against wall  
Pummel out against wall with calf kick  
Strikes with 5 spins  
Strikes defense with 5 spins  
5 min. sparring  
Weave under hook  
Pummel keylock-knee  
Circle right until good for your right but not his |
| **Takedowns** | Takedown to pass guard immediately – left or right leg  
Pummel lift his shoulder  
Pummel out and Judo throw  
Thai clinch removed, lean onto him, lift and hook leg  
Thai clinch removed, keylock into him and sit down  
#1 with right knee and Judo  
Scoop under knee-type clinch – step, pull, sit  
Scoop under knee-type clinch – headlock, fall to rt. hip  
Scoop under knee-type clinch – hips in and hyperextend  
Once he has your back standing – sit, turn, keylock, and sit down  
Duck walk through him – All American Tackle  
Pummel – pull, step, push, take hip  
Pummel arm takedown (judo)  
Pummel elbow sweep  
Pummel keylock-takedown  
Knee-type clinch with hook around head – triangle step  
Single leg takedown with lift and sweep |
| **Takedown Defense** | Sprawl  
Single-leg sprawl |
| Single-leg sprawl to hips |
| Sprawl with strikes |
| Sprawl once too late – hands on back |
| Double-leg defend – wizard |

| Striking |
| #1 – left, left, right |
| #2 – left, left, right, left hook |
| #3 – left, left, right, left hook, right hook |
| Defense – hands up on hooks, smacks on jabs |
| #1 with right knee |
| Leg kicks – inside, outside |
| Kicks with combos |
| Front kick |
| Counter punch |
| Mount – all elbows |
| Pummel – elbow |
| Pummel – elbow with knee |
| Power kicks |
| Check kicks |
| Counter punch to his inside leg kick |
| Counter punch to his outside leg kick |
| Counter punch and combos to his lazy jab |
| Outside leg kick, right hand, left, overhand right |
| Inside leg kick, jab, jab, grab |
| Catch kick and throw hands |
| Catch hook and throw hands |
| Catch hook and throw knee |
| Catch straight jab and throw hands |
| Inside leg kick, punch, elbow, knee |
| Outside leg kick with elbow (and block his right hand) |
| Catch his strike, elbow, keylock |

| Submissions |
| Anaconda |
| Rear naked choke |
| Leg lock |
| Kamora |
| Americana |
| Omaplata |
| Gogoplata |
| Armbar from guard |
| Triangle |

<p>| Submission Defense |
| Elbows to legs hands to ribs |
| From bottom, if Kamora no good – sweep and hold arm |
| Knee to butt, slide and arch, slide leg over knee |
| “Takedown to pass guard immediately” and head control with arm keylock |</p>
<table>
<thead>
<tr>
<th>In Guard (bottom)</th>
<th>“Takedown to pass guard immediately” and once he’s flat step over - mount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>He backs up, keep an arm, throw a leg over (armbar)</td>
</tr>
<tr>
<td></td>
<td>He grabs your leg, slide leg up for triangle</td>
</tr>
<tr>
<td></td>
<td>Hold onto chin</td>
</tr>
<tr>
<td></td>
<td>Sweep right</td>
</tr>
<tr>
<td></td>
<td>Sweep left</td>
</tr>
</tbody>
</table>
# Net Games

<table>
<thead>
<tr>
<th>Enduring Understanding 1</th>
<th>Life expectancy increases with an active lifestyle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enduring Understanding 2</td>
<td>Fit adults participate in more individualized activity which they consciously plan into their lives</td>
</tr>
<tr>
<td>Enduring Understanding 3</td>
<td>There are many opportunities within the community to maintain a healthy lifestyle</td>
</tr>
<tr>
<td>Enduring Understanding 4</td>
<td>Net games are effective lifetime activities to maintain a healthy lifestyle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Objective(s)</th>
<th>Learning Activities/Learning Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Badminton</strong></td>
<td>Students will demonstrate the proper forehand and backhand grip</td>
<td>Forehand and backhand shots</td>
</tr>
<tr>
<td></td>
<td>Students will understand and apply the rules and procedures for official game play</td>
<td>Injury prevention, rules and procedures</td>
</tr>
<tr>
<td></td>
<td>Students will execute the clear, smash and serve</td>
<td>Badminton games</td>
</tr>
<tr>
<td></td>
<td>Students will design and utilize an effective and appropriate warm up for the appropriate net game</td>
<td>Badminton games</td>
</tr>
<tr>
<td></td>
<td>Students will examine the effects badminton has on the components of fitness and wellness (cardiovascular, stress, muscular development)</td>
<td>Badminton games</td>
</tr>
<tr>
<td></td>
<td>Students will organize themselves into individual and doubles matches as well as a small tournament</td>
<td>Badminton games</td>
</tr>
<tr>
<td></td>
<td>Students will follow proper safety procedures as well as game etiquette</td>
<td>Badminton games</td>
</tr>
<tr>
<td></td>
<td>Students will recognize that badminton can be a lifetime activity</td>
<td>Badminton games</td>
</tr>
<tr>
<td></td>
<td>Students will review injuries that can occur during net games</td>
<td>Badminton games</td>
</tr>
<tr>
<td><strong>Volleyball</strong></td>
<td>Students will be able to execute and recognize when to use the overhead pass and forearm pass during game play</td>
<td>Passing</td>
</tr>
<tr>
<td></td>
<td>Students will understand the rules and apply them to matches and class tournaments</td>
<td>Passing and serving</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Topic</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Students will be able to serve</td>
<td>the volleyball using either an underhand or overhand serve</td>
<td>Passing, serving, rules and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>procedures</td>
</tr>
<tr>
<td>Students will explore the</td>
<td>opportunities for playing volleyball outside of class and school</td>
<td>Volleyball matches</td>
</tr>
<tr>
<td>opportunities for playing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>playing volleyball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will attempt or</td>
<td>execute a spike and a block during game play</td>
<td>Volleyball matches</td>
</tr>
<tr>
<td>execute a spike and a block</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate</td>
<td>appropriate sportsmanship during volleyball games</td>
<td>Volleyball matches</td>
</tr>
<tr>
<td>appropriate sportsmanship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>during volleyball games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will apply strategy to</td>
<td>the volleyball games (player placement, bump-set-spike)</td>
<td>Volleyball matches</td>
</tr>
<tr>
<td>the volleyball games (player</td>
<td></td>
<td></td>
</tr>
<tr>
<td>placement, bump-set-spike)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will recognize that</td>
<td>volleyball is a weight bearing activity that benefits the skeletal system</td>
<td>Volleyball matches</td>
</tr>
<tr>
<td>volleyball is a weight</td>
<td>as well as overall fitness</td>
<td></td>
</tr>
<tr>
<td>bearing activity that benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the skeletal system as well as</td>
<td></td>
<td></td>
</tr>
<tr>
<td>overall fitness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will determine which</td>
<td>method of stretching would be most beneficial to performance in volleyball</td>
<td>Volleyball matches</td>
</tr>
<tr>
<td>method of stretching</td>
<td>and prevention of injuries</td>
<td></td>
</tr>
<tr>
<td>would be most beneficial to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>performance in volleyball and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>prevention of injuries</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tennis</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate the</td>
<td>use of the forehand and backhand grip</td>
<td>Passing over the net</td>
</tr>
<tr>
<td>use of the forehand and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>backhand grip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will utilize the</td>
<td>“racket back - follow through” for all strokes</td>
<td>Passing over the net, service</td>
</tr>
<tr>
<td>“racket back - follow through”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for all strokes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will attempt to switch</td>
<td>fromforehand and backhand grip as well as forehand/ backhand body position</td>
<td>Rules, procedures, matches</td>
</tr>
<tr>
<td>from forehand and backhand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grip as well as forehand/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>backhand body position</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate the</td>
<td>shots used in tennis (groundstroke, volley, lob, smash)</td>
<td>Tennis matches</td>
</tr>
<tr>
<td>shots used in tennis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(groundstroke, volley, lob,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>smash)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will use an overhand</td>
<td>serve during tennis matches</td>
<td>Tennis matches</td>
</tr>
<tr>
<td>serve during tennis matches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will understand and</td>
<td>apply the rules, procedure and etiquette of tennis during matches</td>
<td>Tennis matches</td>
</tr>
<tr>
<td>apply the rules, procedure and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>etiquette of tennis during</td>
<td></td>
<td></td>
</tr>
<tr>
<td>matches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will organize a tennis</td>
<td>tournament in class</td>
<td>Tennis matches</td>
</tr>
<tr>
<td>tournament in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will recognize that</td>
<td>tennis can involve additional health risks that should be considered (air</td>
<td>Tennis matches</td>
</tr>
<tr>
<td>tennis can involve</td>
<td>quality, protection from elements)</td>
<td></td>
</tr>
<tr>
<td>additional health risks that</td>
<td></td>
<td></td>
</tr>
<tr>
<td>should be considered (air quality,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>protection from elements)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will examine any</td>
<td>physiological changes that may occur while engaged in class activities</td>
<td>Tennis matches</td>
</tr>
<tr>
<td>physiological changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>that may occur while engaged in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>class activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pickleball</strong></td>
<td></td>
<td>Passing with a partner</td>
</tr>
<tr>
<td>Students will research the history and origin of the game of pickleball</td>
<td>Rules and procedures</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate the ability and knowledge to create a pickleball court using non-regulation equipment</td>
<td>Pickleball games</td>
<td></td>
</tr>
<tr>
<td>Students will understand and apply the rules and procedures of pickleball to game play</td>
<td>Pickleball games</td>
<td></td>
</tr>
<tr>
<td>Students will recognize the non-physical benefits of net games (relaxation, socializing with friends)</td>
<td>Pickleball games</td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate the shots used in pickleball using the forehand and backhand (drop shot, lob, drive, and serve)</td>
<td>Pickleball tournament</td>
<td></td>
</tr>
<tr>
<td>Students will affect their communication skills through working with partners and teammates playing net games</td>
<td>Pickleball tournament</td>
<td></td>
</tr>
<tr>
<td>Students will understand that increased heart rate during net games will result in a lower resting heart rate</td>
<td>Choice of game</td>
<td></td>
</tr>
<tr>
<td>Students will conclude that net games can be low impact activities that will not lead to overuse injuries and excessive muscle strain</td>
<td>Choice of game</td>
<td></td>
</tr>
</tbody>
</table>
## Nutrition

### Enduring Understanding 1
Each individual is responsible for finding nutritional information and making good nutritional decisions.

### Enduring Understanding 2
The food industry and the government have significant influence on the quality of our food.

### Enduring Understanding 3
Individuals have the responsibility to properly store and clean food.

### Enduring Understanding 4
Good nutritional habits enhance the quality of life

<table>
<thead>
<tr>
<th>Class</th>
<th>Objective(s)</th>
<th>Learning Activities/Learning Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Describe how people develop their nutritional habits</td>
<td>General Nutrition</td>
</tr>
<tr>
<td>2</td>
<td>Describe the relationship between food and health</td>
<td>General Nutrition</td>
</tr>
<tr>
<td>3</td>
<td>Identify health problems that may occur as a result of bad diet decisions about essential nutrients</td>
<td>General Nutrition</td>
</tr>
<tr>
<td>4</td>
<td>Identify the essential nutrients and describe why the body needs them</td>
<td>Nutritional Framework</td>
</tr>
<tr>
<td>5</td>
<td>Describe the Glycemic index</td>
<td>Nutritional Framework</td>
</tr>
<tr>
<td>6</td>
<td>Describe trans fats</td>
<td>Nutritional Framework</td>
</tr>
<tr>
<td>7</td>
<td>Describe why water is an important part of our diet</td>
<td>Nutritional Framework</td>
</tr>
<tr>
<td>8</td>
<td>Explain the food label, and how it will help people plan nutritionally balanced diets</td>
<td>Nutritional Framework</td>
</tr>
<tr>
<td>9</td>
<td>Research how much sugar is ingested on a daily basis</td>
<td>Nutritional Framework</td>
</tr>
<tr>
<td>10</td>
<td>Understand why sugar consumption has a negative physical effect on the body</td>
<td>Nutritional Framework</td>
</tr>
<tr>
<td>11</td>
<td>Identify the components of healthy eating (plate)</td>
<td>USDA</td>
</tr>
<tr>
<td>12</td>
<td>Compare and contrast the illustration of the healthy eating components in a plate form or pyramid form</td>
<td>USDA</td>
</tr>
<tr>
<td>13</td>
<td>Discuss the food groups in relation to a healthy lifestyle.</td>
<td>USDA</td>
</tr>
<tr>
<td>14</td>
<td>Determine their proper daily caloric requirements</td>
<td>USDA</td>
</tr>
<tr>
<td>15</td>
<td>Access the USDA website and plan a balanced diet</td>
<td>USDA</td>
</tr>
<tr>
<td>16</td>
<td>Discuss the importance of taking personal responsibility</td>
<td>USDA</td>
</tr>
<tr>
<td></td>
<td>for healthy food choices</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Relate how good dietary habits can promote health and reduce the risk for major chronic diseases</td>
<td>USDA</td>
</tr>
<tr>
<td>18</td>
<td>Define these terms: subsidy, fiber, processed food, commodity, soy, produce, high fructose corn syrup, obesity, epidemic, ethanol, government incentive, organic food, the Farm Bill.</td>
<td>Food Industry</td>
</tr>
<tr>
<td>19</td>
<td>Describe the environmental impact of food production.</td>
<td>Food Industry</td>
</tr>
<tr>
<td>20</td>
<td>Comprehend influencing factors in the food industry.</td>
<td>Food Industry</td>
</tr>
<tr>
<td>21</td>
<td>Examine the influences on food pricing.</td>
<td>Food Industry</td>
</tr>
<tr>
<td>22</td>
<td>Show how the Farm Bill affects the food people eat and purchase.</td>
<td>Food Industry</td>
</tr>
<tr>
<td>23</td>
<td>Generalize the change, over the centuries, where our food comes from.</td>
<td>Food Industry</td>
</tr>
<tr>
<td>24</td>
<td>Describe the relationship between poverty and obesity.</td>
<td>Food Industry</td>
</tr>
<tr>
<td>25</td>
<td>Realize that food advertising is designed to entice the consumer to buy the food product and not necessarily present accurate nutritional information.</td>
<td>Food Industry</td>
</tr>
<tr>
<td>26</td>
<td>Find local farms and analyze their produce options</td>
<td>Community Research</td>
</tr>
<tr>
<td>27</td>
<td>Interview a local farmer or someone who has a garden</td>
<td>Community Research</td>
</tr>
<tr>
<td>28</td>
<td>Research local grocery stores for their setup and diversity on food options</td>
<td>Community Research</td>
</tr>
<tr>
<td>29</td>
<td>Take a field trip to a place in the community where you feel there is an interest in positive nutrition</td>
<td>Community Research</td>
</tr>
</tbody>
</table>
Outdoor Adventure

Enduring Understandings

The local communities have resources geared toward those who wish to experience a variety of outdoor activities.

There are benefits, risks and safety factors associated with self-selected lifelong physical activities.

Fitness can be enhanced with outdoor activities.

Physical activity is essential to one's health.

Objectives:

The students will be able to:

Demonstrate respect and teamwork in a group setting

Demonstrate an appreciation for the outdoors

Demonstrate safety with equipment, on land and on water

Activities:

Kayaking  8-10 lessons
Safety in and around water
Day 1   Equipment used in kayaking:
Life vest and helmet adjustment
Parts of a kayak
Parts and assembly of paddle
Orientation to paddling (on deck)
Day 2   Entering kayak from side of pool
Paddling with arms
Basic paddling with paddle: forward, turn sweep, reverse and draw
Day 3   Wet exit demonstration
Demonstrate wet exit
Enter kayak from back while in water
Enter kayak from side if in shallow water
Emptying kayak
Day 4   Kayak tag and basketball
Utilize paddling, reentry and edging/leaning skills
   Day 5   Rescue practices
Kayak over kayak righting
Day 6  Skill Assessment, challenges and games
Day 7  Guest speaker: Kayaker
Day 8  On water field trip

Snowshoeing 6-8 classes
Lesson Objectives
1. Students will learn the benefits of snowshoeing as a lifelong physical activity and as a contributing factor to increased cardiovascular endurance, flexibility and muscle endurance.
2. Students will perform basic and advanced snowshoeing skills and apply those skills in a variety of activities.
3. Students will apply safety rules and state the importance of hydration.

Snowshoeing:
Day 1 and 2
Equipment and history
Heart rate monitors
Pedometers
Frisbee (volleyball, whiffleball/bats, soccer ball)
Poles
Compass
Pretest students on performance of basic skills.
Horizontal movements
Vertical movements

Skill Development
Walking, fast walking and jogging in snowshoes based on skill and experience
Small group games in snowshoes – Frisbee, obstacle courses, trail adventures
Combine snowshoeing with use of poles
Introduce Orienteering using snowshoeing for advanced skill application
Introduce the concept and science of hydration

After school/weekend excursions for snowshoeing
Hike and snowshoe at nearby parks

Assessment
Determine student skill levels and interest in a “novel” activity
Check for understanding
What needs to be introduced from beginning level to more advanced levels of skill?
What is the interest level of students?
Day 3 and 4
Warm-Up
Students will:
- Develop a variety of travel patterns specific to snowshoeing.
- Practice going over low obstacles and under obstacles.
- Apply downhill and uphill walking experiences if possible.

Activities
- Review horizontal and vertical movements.
- Review and expand activities from previous lessons, add use of the compass and heart monitors as appropriate.
- Practice snowshoeing on snow or area with increased speed and change of direction.
- Play modified snowshoe games (volleyball, whiffleball and soccer).

Day 5
Warm-Up
- Develop travel patterns specific to snowshoeing.
- Practice going over low obstacles and under obstacles.
- Apply downhill and uphill walking experiences if possible.

Activities
- Pursue snowshoeing as an aerobic activity that involves continuous movement
- Vary the terrain on outdoor trails and walking courses if possible
- Have students work in pairs to vary the difficulty of snowshoeing
- Discuss and demonstrate laws of motion and biomechanical principles of balance, production of force using levers, motion, pacing, torque and friction
- Integrate activities with math, science, ecology, geography, history, and leadership skills
Out of School activities
- field trips to parks and nearby resort areas
- Gather specific information about snowshoeing by visiting an outdoor equipment store and interviewing an expert

Assessment
- Teacher observation and feedback
- Varying the level of student challenge
- Written test
- Peer assess techniques, agility and balance when performing activities
- Check for understanding

Day 6
Ways to make snowshoeing a part of personal activity choices
Activities
Snowshoe scavenger hunt
   have students set up stations of different distances that represent
   countries (or some other destination) and walk/jog to those stations.
   Participate in a modified version of Frisbee golf using snowshoes.

Assessments
   Students discuss the valuing of learning and pursuing snowshoeing
   as a physical activity and how they might try this activity on snow
   during the upcoming winter months

*** During this unit, an important goal is to raise student interest about
Snowshoeing as a physical activity during winter months. Reiterate
this activity option with your class.

Orienteering 8-10 classes
Objectives:
   Students will be able to:
   Demonstrate pacing, direction, map reading and compass skills.
   Articulate that orienteering is an outdoor activity for all ages
Day 1-Pacing
   Counting walking/running paces in the gym for a 100 feet distance
   Learning how to convert paces into feet
Day 2- Pacing-Assessment
   Walking sample distances between cones
   Converting  paces into feet
Day 3- Understanding Direction
   Exploring how to understand direction without a compass using nature, sun, and
   landmarks
   Compass terminology- Base plate, direction of travel arrow, compass  needle (red and
   white or red and black arrow),  orienting arrow, orienting lines, compass housing, degrees
   or bearings
   Learning how to use a compass
   Most important point- red arrow of the compass needle
   always points toward the earth’s magnetic north pole.
   Understanding how to set a bearing and reading the degrees or scale (0-360 degrees)
Day 4- Combining Pacing and Finding Direction with a Compass
   Introduce sighting (pointing the direction of travel arrow toward a pre-selected object)
   Assessment- Compass reading and pacing
Day 5- Reading a Topographical Map
Learn how to read markings on a topographical map
Contour, linear feature, catching feature, knoll, spur, re-entrant.
Learn how to orient oneself to a map
Day 6- Navigating an Orienteering Course
Terminology- control point, course, leg
Follow a guided mini-course
Day 7- Practice Day for Culminating Activity
Mini-course set with 6 control points
Day 8- Assessment and Culminating Activity
Timed large course with 20 control points, the entire grade level competes in a half day event

Additional Outdoor Activities

Objectives:
Students will participate in a variety of outdoor activities as weather and time allows

Activities:
Walking
Sledding
Rollerblading
# Recreational Games

## Enduring Understanding 1
Recreational games are an effective way to maintain overall wellness.

## Enduring Understanding 2
Recreational games provide a healthy social atmosphere.

## Enduring Understanding 3
Recreational games are a positive social choice.

<table>
<thead>
<tr>
<th>Class</th>
<th>Objective(s)</th>
<th>Learning Activities/Learning Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will understand the rules and strategy of ping pong.</td>
<td>Ping pong games</td>
</tr>
<tr>
<td>2</td>
<td>Students will execute the skills needed to play the game of ping pong including: the serve, forehand, and backhand.</td>
<td>Ping pong games</td>
</tr>
<tr>
<td>3</td>
<td>Students will experiment with applying topspin and backspin to the ping pong ball.</td>
<td>Ping pong games</td>
</tr>
<tr>
<td>4</td>
<td>Students will understand the physiological benefits of recreational games such as, stress reduction and lower blood pressure.</td>
<td>Ping pong games</td>
</tr>
<tr>
<td>5</td>
<td>Students will understand the physiological benefits of recreational games such as, cardiovascular fitness and muscular endurance. Students will understand the psychological benefits of recreational games such as socialization, stress reduction and relaxation.</td>
<td>Badminton matches</td>
</tr>
<tr>
<td>4</td>
<td>Students will understand the social benefits of recreational games.</td>
<td>Badminton matches</td>
</tr>
<tr>
<td>5</td>
<td>The students will be able to successfully demonstrate how to hold racquet, demonstrate long and short serve, lob shot overhand clear, the smash and the drop shot.</td>
<td>Badminton matches</td>
</tr>
<tr>
<td>6</td>
<td>Students will apply the rules of badminton for singles and doubles matches.</td>
<td>Badminton matches</td>
</tr>
<tr>
<td>7</td>
<td>Students will understand the relationship among psychological, social, and physiological health</td>
<td>Mini golf</td>
</tr>
<tr>
<td>8</td>
<td>Students will design a miniature golf course.</td>
<td>Mini golf</td>
</tr>
<tr>
<td>9</td>
<td>Students will execute the golf skill of putting.</td>
<td>Mini golf</td>
</tr>
<tr>
<td>10</td>
<td>Students will understand the scoring system of miniature golf.</td>
<td>Mini golf</td>
</tr>
<tr>
<td></td>
<td>Students will apply the rules and procedures of team handball during game play.</td>
<td>Team handball games</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>12</td>
<td>Students will perform effective passing during the game of team handball.</td>
<td>Team handball games</td>
</tr>
<tr>
<td>13</td>
<td>Students will execute the dribbling skills needed in the game of team handball.</td>
<td>Team handball games</td>
</tr>
<tr>
<td>14</td>
<td>Students will demonstrate knowledge of the strategy used in team handball.</td>
<td>Team handball games</td>
</tr>
<tr>
<td>15</td>
<td>Students will demonstrate the skills required for the game of shuffleboard.</td>
<td>Shuffleboard games</td>
</tr>
<tr>
<td>16</td>
<td>Students will understand how to calculate the score in shuffleboard.</td>
<td>Shuffleboard games</td>
</tr>
<tr>
<td>17</td>
<td>Students will participate in a game of shuffleboard with a partner.</td>
<td>Shuffleboard games</td>
</tr>
<tr>
<td>18</td>
<td>Students will understand the strategy used in the game of shuffleboard.</td>
<td>Shuffleboard games</td>
</tr>
<tr>
<td>19</td>
<td>Students will demonstrate the necessary skills for the game of bocci.</td>
<td>Bocci games</td>
</tr>
<tr>
<td>20</td>
<td>Students will understand and apply the rules of the game of bocci.</td>
<td>Bocci games</td>
</tr>
<tr>
<td>21</td>
<td>Students will understand how to keep score in the game of bocci.</td>
<td>Bocci games</td>
</tr>
<tr>
<td>22</td>
<td>Students will be able to apply strategy to individual and partner games of bocci.</td>
<td>Bocci games</td>
</tr>
<tr>
<td>23</td>
<td>Students will demonstrate the necessary skills for the game of horseshoes.</td>
<td>Horseshoe games</td>
</tr>
<tr>
<td>24</td>
<td>Students will understand and apply the rules of the game of horseshoes.</td>
<td>Horseshoe games</td>
</tr>
<tr>
<td>25</td>
<td>Students will understand how to keep score in the game of horseshoes.</td>
<td>Horseshoe games</td>
</tr>
<tr>
<td>26</td>
<td>Students will utilize safety precautions to the game of horseshoes.</td>
<td>Horseshoe games</td>
</tr>
<tr>
<td>27</td>
<td>Students will appreciate the history of the various recreational games.</td>
<td>Recreational game choices</td>
</tr>
<tr>
<td>28</td>
<td>Students will recognize the impact the history of these games has on the social aspect.</td>
<td>Recreational game choices</td>
</tr>
<tr>
<td>29</td>
<td>Students will be able to find appropriate locations for each game.</td>
<td>Recreational game choices</td>
</tr>
<tr>
<td>30</td>
<td>Students will demonstrate proper sportsmanship.</td>
<td>Recreational game choices</td>
</tr>
<tr>
<td>31</td>
<td>Students will be conscious of the role of</td>
<td>Recreational game choices</td>
</tr>
</tbody>
</table>
Sportsmanship and cooperation has on the social benefits of recreational games.

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Students will have the opportunity to choose which recreational games they prefer playing.</td>
<td>Recreational game choices</td>
</tr>
<tr>
<td>33</td>
<td>Students will organize a class tournament using some of all of the games done in class.</td>
<td>Recreational game choices</td>
</tr>
</tbody>
</table>
## Self-Defense

<table>
<thead>
<tr>
<th>Enduring Understanding 1</th>
<th>Self-defense skills promote communication and self-advocacy skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enduring Understanding 2</td>
<td>Self-defense skills/workouts are lifetime activities.</td>
</tr>
<tr>
<td>Enduring Understanding 3</td>
<td>Self-defense increases safety and awareness of one’s health.</td>
</tr>
<tr>
<td>Enduring Understanding 4</td>
<td>Self-defense activities include a variety of physical activities that promote fitness conditioning and health benefits.</td>
</tr>
<tr>
<td>Enduring Understanding 5</td>
<td>Knowledge of risks among one’s own community encourages greater concern for the community.</td>
</tr>
<tr>
<td>Enduring Understanding 6</td>
<td>Conflict resolution is an essential aspect of addressing emotional and mental wellness.</td>
</tr>
<tr>
<td>Enduring Understanding 7</td>
<td>Effective goal setting is essential to success.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Objective 1</th>
<th>Design and implement a personal wellness program based upon information obtained from the learned activities, communication/problem-solving skills, and nutritional information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Objective 2</td>
<td>Demonstrate competence in applying basic skills of individual martial arts in the execution of more complex mixed martial arts skills</td>
</tr>
<tr>
<td>Unit Objective 3</td>
<td>Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships</td>
</tr>
<tr>
<td>Unit Objective 4</td>
<td>Seek personally challenging experiences through physical activity as a means to personal growth</td>
</tr>
<tr>
<td>Unit Objective 5</td>
<td>Demonstrate strategies used to prevent, manage and resolve conflict in healthy ways and identify adults and peers and community resources that might assist, when appropriate</td>
</tr>
<tr>
<td>Unit Objective 6</td>
<td>Analyze the possible causes of conflict in families, among peers, and in schools and communities</td>
</tr>
<tr>
<td>Unit Objective 7</td>
<td>Prioritize and demonstrate strategies for maintaining healthy relationships and solving interpersonal conflicts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Objective(s)</th>
<th>Learning Activities/Learning Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will demonstrate an understanding of rules, expectations, course outline, rewards,</td>
<td>Rules, moral responsibilities associated with learned</td>
</tr>
<tr>
<td></td>
<td>and consequences</td>
<td>Warm-up routine and introductory exercises</td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Students will demonstrate <strong>striking</strong> and <strong>blocking</strong> techniques related to being attacked. Students will <strong>discuss in groups</strong> ideas/concepts related to “Introductory Ideas”.</td>
<td><strong>Defend a punch, punching techniques, elbow strikes</strong>&lt;br&gt;* Introductory Ideas PPT (Slide 5)</td>
</tr>
<tr>
<td>3</td>
<td>Students will demonstrate <strong>striking</strong> and <strong>blocking</strong> techniques related to being attacked. Students will <strong>discuss in groups</strong> ideas/concepts related to “Introductory Ideas”.</td>
<td><strong>Review, palm strikes, elbows</strong>&lt;br&gt;* Introductory Ideas PPT (Slide 6-7)&lt;br&gt;*SAFE International High School Quiz for homework</td>
</tr>
<tr>
<td>4</td>
<td>Students will demonstrate <strong>striking</strong> and <strong>blocking</strong> techniques related to being attacked. Students will <strong>discuss in groups</strong> ideas/concepts related to “Introductory Ideas”.</td>
<td><strong>Review, knees, block punches</strong>&lt;br&gt;* Introductory Ideas PPT (Slide 8-9)</td>
</tr>
<tr>
<td>5</td>
<td>Students will demonstrate <strong>striking</strong> and <strong>blocking</strong> techniques related to being attacked. Students will <strong>discuss in groups</strong> ideas/concepts related to “Introductory Ideas”.</td>
<td><strong>Review, shin and groin kicks, eye jabs, nose break</strong>&lt;br&gt;* Introductory Ideas PPT (Slide 10-11)</td>
</tr>
<tr>
<td>6</td>
<td>Students will demonstrate <strong>striking</strong> and <strong>blocking</strong> techniques related to being attacked. Students will <strong>discuss in groups</strong> ideas/concepts related to “Introductory Ideas”.</td>
<td><strong>Review, ear tear attack, throat strikes, foot stomp</strong>&lt;br&gt;* Introductory Ideas PPT (Slide 12-13)</td>
</tr>
<tr>
<td>7</td>
<td>Students will demonstrate <strong>striking</strong> and <strong>blocking</strong> techniques related to being attacked. Students will <strong>discuss in groups</strong> ideas/concepts related to “Introductory Ideas”.</td>
<td><strong>Review of all – time to practice more with one another</strong>&lt;br&gt;* Introductory Ideas PPT (Slide 14-18)</td>
</tr>
<tr>
<td>8</td>
<td>Students will demonstrate competency on <strong>striking techniques rubric</strong></td>
<td>*<em>Each student will be assessed according to <em>Striking Techniques Rubric</em></em></td>
</tr>
<tr>
<td>9</td>
<td>Students create a <strong>SMART goal</strong> worksheet to meet a goal regarding their fitness warm-ups or previously learned skill and a way to measure it. Students will demonstrate <strong>counter strikes</strong> and/or <strong>escapes</strong> related to common attack situations.</td>
<td><strong>SMART Goal Worksheets</strong>&lt;br&gt;Wrist grabs, triangle block, outside wrist lock, finger strike, thumb lock</td>
</tr>
<tr>
<td>10</td>
<td>Students will demonstrate <strong>counter strikes</strong></td>
<td><strong>Shirt grab, bear hug, grab</strong></td>
</tr>
<tr>
<td></td>
<td>Students will demonstrate counter strikes and/or escapes related to common attack situations</td>
<td>from behind, front bearhug, shirt grab strikes</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>11</td>
<td>Review, headlock, getting out of headlocks, hair grabbing, hair pulling</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Review, escaping an elbow grab, two handed shirt grab</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td><em>Conflict Resolution</em> Homework</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Review, control, frontal choke, rear choke, choke escape turn, choking self defense</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Review, finger lock push, downward hand lock, shoulder elbow lock, upward hand lock</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td><em>Counter attacks/escapes Rubric</em></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Students work in small groups or 1 large group practicing teacher-directed or student-centered wrestling skills</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Self-defense from a bat or club, escaping knife attacks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will demonstrate self-defense related to attack situations with <strong>weapons</strong> and/or <strong>automobiles</strong></td>
<td>Review, loading automobiles, getting into a car (Go outside and use a car)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>23</td>
<td>Students will demonstrate self-defense related to attack situations with <strong>weapons</strong> and/or <strong>automobiles</strong></td>
<td>Review, defending against guns, gun from your knees (hostage), gun from behind (hostage situation)</td>
</tr>
<tr>
<td>24</td>
<td>Students will demonstrate self-defense related to attack situations using <strong>everyday items</strong> as self-defense <strong>weapons</strong></td>
<td>Using a chair, using your keys, pen/pencil</td>
</tr>
<tr>
<td>25</td>
<td>Students will demonstrate self-defense related to attack situations using <strong>everyday items</strong> as self-defense <strong>weapons</strong></td>
<td>Review, using a broom/mop, purse/bag, stick</td>
</tr>
<tr>
<td>26</td>
<td>Students will demonstrate advanced, complex skills by using <strong>striking</strong> and <strong>escapes/couter attacks</strong> in all appropriate situations to leave dangerous situations</td>
<td>““Putting it all together” Rubric</td>
</tr>
<tr>
<td>27</td>
<td>Extra time (if needed for “Putting it all together”)</td>
<td>Extra time? or free sparring</td>
</tr>
<tr>
<td>28</td>
<td>Extra time (if needed for “Putting it all together”)</td>
<td>Extra time? or free sparring</td>
</tr>
<tr>
<td>29</td>
<td>Students will <strong>design flyers</strong> for community, school, elderly, or women encouraging them of self-defense tips and places that they could go for self-defense training.</td>
<td>* Community Safety Flyer Rubric (Media Center)</td>
</tr>
<tr>
<td>30</td>
<td>Students will <strong>design flyers</strong> for community, school, elderly, or women encouraging them of self-defense tips and places that they could go for self-defense training.</td>
<td>* Community Safety Flyer Rubric (Media Center)</td>
</tr>
<tr>
<td>31</td>
<td>Students will peer-teach (small group or whole group) a new skill related to martial arts</td>
<td>*Bring In a New Skill Homework</td>
</tr>
<tr>
<td>32</td>
<td>Students will peer-teach (small group or whole group) a new skill related to martial arts</td>
<td>*Bring In a New Skill Homework</td>
</tr>
<tr>
<td>33</td>
<td>Students will peer-teach (small group or whole group) a new skill related to martial arts</td>
<td>*Bring In a New Skill Homework</td>
</tr>
<tr>
<td>34</td>
<td>Student choice activities</td>
<td>Student choice activities</td>
</tr>
<tr>
<td>35</td>
<td>Student choice activities</td>
<td>Student choice activities</td>
</tr>
</tbody>
</table>
Rules Contract

This Self-Defense class is designed to teach you skills related to recognizing danger, keeping safe, defending yourself from attacks, promote fitness, and promote a lifelong activity that will benefit you and your community. As you would expect from any physical education/health class there will be concepts to learn along with the activities:

Concepts include:
Analyzing causes of conflict among families, peers, schools, and community
Goal Setting
Design promotional materials for community safety

The beginning of the semester will be teacher-directed, the end can be (depending on your knowledge and interest) student-directed – meaning you can teach one another.

The grading rubric for “group discussions” or the classroom-type portions of class:

<table>
<thead>
<tr>
<th>10-9 points</th>
<th>8.5-7 points</th>
<th>6.5-5 points</th>
<th>4.5-1 point(s)</th>
</tr>
</thead>
</table>
| - on-task talking and listening about the topic  
- participating in whatever list(s) or ideas needs to be presented  
- can explain to others what your group decided/practiced | - talking mostly about the topic and creating good ideas  
- good participation on ideas, somewhat allowing others to do the work  
- can explain most of what the group decided/practiced | - somewhat on task, talking both on topic and off-topic  
- somewhat helped the list (added 1 or 2 adequate ideas)  
- can only explain some of the group work | - not on task because talking about everything except the topic  
- not participating  
- unable to explain group work |

Rewards – when everyone is consistently safe, under control, and trying their best rewards such as light headgear sparring, video clips, and student-designed role playing scenarios can be earned.

Consequences – failure to act appropriately as a group or individual can result in NPs, detentions, phone calls home, and/or office referrals.

Class layout – every class will have – warm-up drills and technique to practice, every class you will work with a different partner – some classes will have in addition to that – instruction and/or assignments and/or group work at the end of the class

Effort/participation - Intensity in effort of your movement, not intensity in hitting or slamming
Attendance
Students are required to participate in class activities. You are expected to be prepared with a change of clothes for all classes unless excused by a parent, doctor, school nurse, or physical education teacher due to illness or injury.

During this course a student is allowed a maximum of 5 excused or unexcused absences. If a student has 6 or more absences he/she will not receive credit for the class. (2010-2011 handbook)

Students who will be sick or injured for more than one week must provide a doctor’s note. The student is still expected to attend class and participate where possible.

Not participating – NP
Unprepared – UP
Absent Unexcused – AU

<table>
<thead>
<tr>
<th>Point off</th>
<th>1st NP or UP</th>
<th>2nd NP or UP</th>
<th>3rd NP or UP</th>
<th>4th NP or UP</th>
<th>5th NP or UP</th>
<th>6th NP or UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total point off of quarter grade</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>10</td>
<td>15</td>
<td>21</td>
</tr>
</tbody>
</table>

Grading (assignments):
Performance rubrics:
- Striking (9 points)
- Escapes/Counters (7 points each)
- “Putting It All Together” (9 points)

Group discussions (10 points each)
Analyze the 3 “Top Ten Tips For Teens” (10 points)
Conflict resolution and Problem solving assignments (10 points each)
SMART Goal (10 points)
Community Safety Flyers (20 points)
Bring in a New Skill to Teach (10 points)
Analyze the 3 “Top Ten Tips For Teens”

Name:
Grade/class period:

After reading and taking your own notes on the 3 different sets of SAFE International’s “Top 10 Tips For Teens” (1. General, 2. Distractions, 3. Dating) you are to organize the 30 total tips in a spectrum of most important to least important with a brief description as to why you made each decision.

Be prepared to agree/disagree with a two classmates next time.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Name</td>
<td>Balance</td>
<td>Reaction</td>
<td>Intensity</td>
<td>Repetitiveness</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>----------</td>
<td>-----------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Distance between feet</td>
<td>Move without losing balance</td>
<td>Turns quickly to attacker</td>
<td>Seizes the best moment to run</td>
<td>First to strike</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SMART Goal Worksheet

Today’s Date: ____________ Target Date: ____________ Start Date: ____________
Date Achieved: _______________

Verify that your goal is S-M-A-R-T

Specific: What exactly will you accomplish?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Measurable: How will you know when you have reached this goal?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Achievable: Is achieving this goal realistic with effort and commitment? Have you got
the resources to achieve this goal? If not, how will you get them?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Relevant: Why is this goal significant to your life?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Timely: When will you achieve this goal?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Goal (write it out specifically and detailed once you have completed all the above
sections):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
This goal is important because:
________________________________________________________________________
________________________________________________________________________

The benefits of achieving this goal will be:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Take Action!

<table>
<thead>
<tr>
<th>Potential Obstacles</th>
<th>Potential Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Who are the people you will ask to help you?
________________________________________________________________________
________________________________________________________________________

Specific Action Steps: What steps need to be taken to get you to your goal?

<table>
<thead>
<tr>
<th>What?</th>
<th>Expected Completion Date</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Printed with permission from OfficeArrow.com, ©2008
Conflict Resolution and Communication Homework

Name:

Grade/period:

Think about the moments, situations, and places we’ve discussed in class that can lead to an attack. Explain a situation that could lead to anger or violence. Explain in detail how you would treat others, listen to instinct, and how you would avoid violence and danger altogether. Use the rubric below to earn the best grade possible.

<table>
<thead>
<tr>
<th>10-9 points</th>
<th>8.5-7 points</th>
<th>6.5-5 points</th>
<th>4.5-1 point(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- detailed, specific examples situation and how violence/danger could occur</td>
<td>- gives some good examples but could be more detailed, doesn’t exactly identify “instinctual” moments but is close, somewhat realistic, and somewhat of a compromise</td>
<td>- examples of reactions/precautions do not quite match class discussions and the “instincts” aren’t fully recognized, avoidance is the meek method to avoid conflict</td>
<td>- work does not show serious thought or consideration to effective and safe reactions to dangerous moments, difficult people, and conflict and/or anger, pride, ego are a part of the solution</td>
</tr>
<tr>
<td>- example of an instinct that may signal “danger”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- realistic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- how to avoid violence/danger while still pursuing justice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Counter Strike/Escape Technique Rubric (7 total points)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Escape</th>
<th>Reaction</th>
<th>Strikes</th>
<th>Help</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Effectively, quickly removes hold/grab of attacker</td>
<td>Can use strikes to release</td>
<td>Strikes are hard, fast, intense, repetitive</td>
<td>Can yell for help while reacting/defending</td>
</tr>
<tr>
<td></td>
<td>Is able to turn body to run and/or turn to strike quickly</td>
<td>Reaction is quick and effective, body stays balanced/athletic</td>
<td>Each strike moves attacker further away</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“Putting It All Together” Rubric (9 points)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Balance and control</th>
<th>Reaction</th>
<th>Intensity</th>
<th>Repetiveness</th>
<th>Escape</th>
<th>Weapon (if applies)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Balance</td>
<td>Immediate reaction</td>
<td>Turns to attack and run</td>
<td>Strikes hard, aggressive, fast</td>
<td>Strikes non-stop or until can run</td>
<td>Can yell for help while doing this</td>
</tr>
</tbody>
</table>
Community Safety Flyer Rubric

Name:

Grade/period:

Think back to early in the semester with dangerous situations, instincts, and how to react to situations. Decide if you want your flyer to focus on students, elderly, women, or the general community! Create a SMART goal of what and how you plan on including in the flyer. Hand in a paper copy of the flyer and email a digital copy to jrebar@region15.org to get your flyer out to other people.

Task: Design a flyer that will be easy to give to people to encourage them to consider preventing attacks, defending themselves, and where they can go for training in this area.

<table>
<thead>
<tr>
<th>20-18 points</th>
<th>17-15 points</th>
<th>14-12 points</th>
<th>12-2 point(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- One completed SMART</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Addresses tips and strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Addresses ideas from PowerPoint slides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Explains how to prevent attacks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Professional and has images/color</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Describes self-defense techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Gives specific names and phone numbers for self-defense places in the area</td>
<td>- 2 of the bullet points are not complete or lacking detail</td>
<td>- 2 of the bullet points are not complete or lacking detail</td>
<td></td>
</tr>
<tr>
<td>- work does not show serious thought or consideration to helping people or giving information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- work does not show serious thought or consideration to helping people or giving information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 3 or more of the bullet points are not complete or lacking detail</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- no SMART goals and no specific information</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Bring In a New Skill Homework

Name:

Grade/period:

Your assignment is to use my books, the internet, or learn from an experienced MMA trainee/trainer a new skill and be prepared to demonstrate it and teach it in small group or large group over the next few classes.

(1 point) Name of skill: ________________________________

(1 point) Where did learn it?: __________________________

(1 point) What are common problems/mistakes people make when trying to do it for the first time?

________________________________________________________________________

(2 points) for it being something that everyone can achieve (not a wall-jump backflip flying arm bar)

(2 points) for showing it to me as a teacher.

(3 points) for showing it to classmates well enough so that they can do it.

Self-Defense Skills/Scenarios

<table>
<thead>
<tr>
<th>Introductory Ideas</th>
<th>how to walk with confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>importance of being aware of your environment</td>
</tr>
<tr>
<td>dating</td>
<td>being followed</td>
</tr>
<tr>
<td>stairs/elevators in a building</td>
<td>safe use of buses and taxis</td>
</tr>
<tr>
<td>how being too polite can be dangerous</td>
<td>distraction techniques an attacker might use</td>
</tr>
<tr>
<td>how giving directions or the time of day can be dangerous</td>
<td>what to do if being followed</td>
</tr>
<tr>
<td>how to carry purses/wallets</td>
<td>why cell phones are good and bad</td>
</tr>
<tr>
<td>the Mp3 player, the criminals greatest invention</td>
<td>safe relationships</td>
</tr>
<tr>
<td>stranger danger</td>
<td>parking lots</td>
</tr>
<tr>
<td>personal space</td>
<td></td>
</tr>
<tr>
<td>emergency plan</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>walking with a purpose</td>
<td></td>
</tr>
<tr>
<td>safe at home</td>
<td></td>
</tr>
<tr>
<td>trusting instincts</td>
<td></td>
</tr>
<tr>
<td>being aware of surroundings – car</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strikes</strong></td>
<td></td>
</tr>
<tr>
<td>defend a punch</td>
<td></td>
</tr>
<tr>
<td>punching technique</td>
<td></td>
</tr>
<tr>
<td>elbow strikes</td>
<td></td>
</tr>
<tr>
<td>ear tear attack</td>
<td></td>
</tr>
<tr>
<td>wrist grabs</td>
<td></td>
</tr>
<tr>
<td>armbar</td>
<td></td>
</tr>
<tr>
<td>nose breaks</td>
<td></td>
</tr>
<tr>
<td>groin strikes</td>
<td></td>
</tr>
<tr>
<td>finger strike</td>
<td></td>
</tr>
<tr>
<td>throat strikes</td>
<td></td>
</tr>
<tr>
<td>pen pencil weapon</td>
<td></td>
</tr>
<tr>
<td>ankle breaks</td>
<td></td>
</tr>
<tr>
<td>elbows</td>
<td></td>
</tr>
<tr>
<td>double arm bar</td>
<td></td>
</tr>
<tr>
<td>eye jabs</td>
<td></td>
</tr>
<tr>
<td>palm strikes</td>
<td></td>
</tr>
<tr>
<td>elbows</td>
<td></td>
</tr>
<tr>
<td>knees</td>
<td></td>
</tr>
<tr>
<td>basic kicks to the shins</td>
<td></td>
</tr>
<tr>
<td>triangle block</td>
<td></td>
</tr>
<tr>
<td>outside wrist lock</td>
<td></td>
</tr>
<tr>
<td>knees</td>
<td></td>
</tr>
<tr>
<td>block punches</td>
<td></td>
</tr>
<tr>
<td>kicking</td>
<td></td>
</tr>
<tr>
<td>thumb lock</td>
<td></td>
</tr>
<tr>
<td>foot stomp</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Escapes/Defenses</strong></td>
<td></td>
</tr>
<tr>
<td>frontal choke</td>
<td></td>
</tr>
<tr>
<td>shirt grabs</td>
<td></td>
</tr>
<tr>
<td>two handed shirt grab</td>
<td></td>
</tr>
<tr>
<td>headlock</td>
<td></td>
</tr>
<tr>
<td>self-defense with a bat or baton</td>
<td></td>
</tr>
<tr>
<td>self-defense in hotel rooms</td>
<td></td>
</tr>
<tr>
<td>control</td>
<td></td>
</tr>
<tr>
<td>finger lock push</td>
<td></td>
</tr>
<tr>
<td>hair grabbing</td>
<td></td>
</tr>
<tr>
<td>choking self defense</td>
<td></td>
</tr>
<tr>
<td>self-defense against a neck grab</td>
<td></td>
</tr>
<tr>
<td>self-defense against an eye attack</td>
<td></td>
</tr>
<tr>
<td>choke escape turn</td>
<td></td>
</tr>
<tr>
<td>shirt grab</td>
<td></td>
</tr>
<tr>
<td>bear hug</td>
<td></td>
</tr>
<tr>
<td>Escaping an elbow grab</td>
<td>Defending yourself from weapons</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Downward hand lock</td>
<td>Escaping knife attacks</td>
</tr>
<tr>
<td>Grab from behind</td>
<td>Defending against guns</td>
</tr>
<tr>
<td>Rear choke</td>
<td>Self-defense against a club attack</td>
</tr>
<tr>
<td>Shoulder elbow lock</td>
<td>Carjacking</td>
</tr>
<tr>
<td>Front bearhug</td>
<td>Loading automobiles</td>
</tr>
<tr>
<td>Self defense against guard</td>
<td>Gun protection</td>
</tr>
<tr>
<td>Self defense against mount</td>
<td>Gun from your knees (hostage situation)</td>
</tr>
<tr>
<td>Get out of headlocks</td>
<td>Gun from behind (hostage situation)</td>
</tr>
<tr>
<td>Hair pulling</td>
<td></td>
</tr>
<tr>
<td>Shirt grab strikes</td>
<td></td>
</tr>
<tr>
<td>Chicken wing technique</td>
<td></td>
</tr>
<tr>
<td>Upward hand lock</td>
<td></td>
</tr>
</tbody>
</table>

- Using everyday items for protection:
  - Using a chair
  - Use your keys as weapons
  - Broom or mop
  - Purse or bag
  - Improvised weapons
  - Stick weapons
## MMA Skills (use only as necessary for self-defense)

### Warm-Ups
- Tibet 5
- Judo rolls
- Punch stance footwork
- Hip escapes
- Knee lifts alternating
- Leg lifts with slight knee bend
- Leg sweep over chair
- Triangle stepping practice
- Break hips to sides

### Drills
- Body shots on partner against wall
- Partner defend double and strike
- Partner defend single and submit
- Try to land combo 1 before strikes come again
- Pummel out against wall
- Pummel out against wall with calf kick
- Strikes with 5 spins
- Strikes defense with 5 spins
- 5 min. sparring
- Weave under hook
- Pummel keylock-knee
- Circle right until good for your right but not his
- Combos forward with foot shuffle
- Combos forward with foot shuffle with partner
- Combos and knee forward
- Combos and knee forward with partner
- Combos with knee, pull, elbow

### Takedowns
- Takedown to pass guard immediately – left or right leg
- Pummel lift his shoulder
- Pummel out and Judo throw
- Thai clinch removed, lean onto him, lift and hook leg
- Thai clinch removed, keylock into him and sit down
- #1 with right knee and Judo
- Scoop under knee-type clinch – step, pull, sit
- Scoop under knee-type clinch – headlock, fall to rt. hip
- Scoop under knee-type clinch – hips in and hyperextend
- Once he has your back standing – sit, turn, keylock, and sit down
- Duck walk through him – All American Tackle
- Pummel – pull, step, push, take hip
- Pummel arm takedown (judo)
- Pummel elbow sweep
- Pummel keylock-takedown
- Knee-type clinch with hook around head – triangle step
- Single leg takedown with lift and sweep

### Takedown Defense
- Sprawl
- Single-leg sprawl
<table>
<thead>
<tr>
<th>Single-leg sprawl to hips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sprawl with strikes</td>
</tr>
<tr>
<td>Sprawl once too late – hands on back</td>
</tr>
<tr>
<td>Double-leg defend – wizard</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Striking</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 – left, left, right</td>
</tr>
<tr>
<td>#2 – left, left, right, left hook</td>
</tr>
<tr>
<td>#3 – left, left, right, left hook, right hook</td>
</tr>
<tr>
<td>Defense – hands up on hooks, smacks on jabs</td>
</tr>
<tr>
<td>#1 with right knee</td>
</tr>
<tr>
<td>Leg kicks – inside, outside</td>
</tr>
<tr>
<td>Kicks with combos</td>
</tr>
<tr>
<td>Front kick</td>
</tr>
<tr>
<td>Counter punch</td>
</tr>
<tr>
<td>Mount – all elbows</td>
</tr>
<tr>
<td>Pummel – elbow</td>
</tr>
<tr>
<td>Pummel – elbow with knee</td>
</tr>
<tr>
<td>Power kicks</td>
</tr>
<tr>
<td>Check kicks</td>
</tr>
<tr>
<td>Counter punch to his inside leg kick</td>
</tr>
<tr>
<td>Counter punch to his outside leg kick</td>
</tr>
<tr>
<td>Counter punch and combos to his lazy jab</td>
</tr>
<tr>
<td>Outside leg kick, right hand, left, overhand right</td>
</tr>
<tr>
<td>Inside leg kick, jab, jab, grab</td>
</tr>
<tr>
<td>Catch kick and throw hands</td>
</tr>
<tr>
<td>Catch hook and throw hands</td>
</tr>
<tr>
<td>Catch hook and throw knee</td>
</tr>
<tr>
<td>Catch straight jab and throw hands</td>
</tr>
<tr>
<td>Inside leg kick, punch, elbow, knee</td>
</tr>
<tr>
<td>Outside leg kick with elbow (and block his right hand)</td>
</tr>
<tr>
<td>Catch his strike, elbow, keylock</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Submissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anaconda</td>
</tr>
<tr>
<td>Rear naked choke</td>
</tr>
<tr>
<td>Leg lock</td>
</tr>
<tr>
<td>Kamora</td>
</tr>
<tr>
<td>Americana</td>
</tr>
<tr>
<td>Omaplata</td>
</tr>
<tr>
<td>Gogoplata</td>
</tr>
<tr>
<td>Armbar from guard</td>
</tr>
<tr>
<td>Triangle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Submission Defense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elbows to legs hands to ribs</td>
</tr>
<tr>
<td>From bottom, if Kamora no good – sweep and hold arm</td>
</tr>
<tr>
<td>Knee to butt, slide and arch, slide leg over knee</td>
</tr>
<tr>
<td>“Takedown to pass guard immediately” and head control with arm keylock</td>
</tr>
<tr>
<td>In Guard (bottom)</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
**Team Sports 1**

<table>
<thead>
<tr>
<th>Team Sports 1</th>
<th>Basketball, Soccer, Wiffle Ball (Functional Fitness, Strength, Flexibility, Endurance, Team Play, Sportsmanship)</th>
</tr>
</thead>
</table>

| Enduring Understanding 1 | **Life expectancy increases with an active lifestyle.** |
| Enduring Understanding 2 | **Leadership and cooperation are beneficial in order to accomplish the goals of different physical activities.** |
| Enduring Understanding 3 | **Team sports can be a valuable means to maintain overall wellness.** |
| Enduring Understanding 4 | |

<table>
<thead>
<tr>
<th>Class</th>
<th>Objective(s)</th>
<th>Learning Activities/Learning Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participate in a variety of activities improving skills relating to the game of wiffleball.</td>
<td>Throwing and Catching</td>
</tr>
<tr>
<td>2</td>
<td>Participate in a variety of activities improving skills relating to the game of wiffleball.</td>
<td>Swinging</td>
</tr>
<tr>
<td>3</td>
<td>Participate in a variety of activities improving skills relating to the game of wiffleball.</td>
<td>Wiffle Ball</td>
</tr>
<tr>
<td>4</td>
<td>Participate in a variety of activities improving skills relating to the game of wiffleball.</td>
<td>Wiffle Ball</td>
</tr>
<tr>
<td>5</td>
<td>Learn the importance of proper communication on the field while playing a game of wiffleball</td>
<td>Wiffle Ball</td>
</tr>
<tr>
<td>6</td>
<td>Demonstrate their understanding of sportsmanship while playing a game of wiffleball Know what impact flexibility has on the game of wiffleball</td>
<td>Wiffle Ball</td>
</tr>
<tr>
<td>7</td>
<td>“Self ump” a wiffleball game using their knowledge of proper communication and sportsmanship Explain how to setup a local wiffleball league or tournament</td>
<td>Wiffle Ball</td>
</tr>
<tr>
<td>8</td>
<td>Find where someone could play soccer locally for participation, competition, or enjoyment</td>
<td>Wiffle Ball</td>
</tr>
<tr>
<td>9</td>
<td>Practice and improve their wiffleball skills while playing a game of wiffleball.</td>
<td>Wiffle Ball</td>
</tr>
<tr>
<td>10</td>
<td>Participate in a variety of activities improving skills relating to the game of basketball</td>
<td>Passing and catching</td>
</tr>
<tr>
<td>11</td>
<td>Participate in a variety of activities improving</td>
<td>Passing and catching</td>
</tr>
<tr>
<td></td>
<td>skills relating to the game of basketball</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>12</td>
<td>Understand the terms goal area, penalty area, halfway line, sideline, end line, goal kick, corner kick, throw in. Know what role functional fitness and strength have on the game of soccer</td>
<td>Soccer</td>
</tr>
<tr>
<td>13</td>
<td>Demonstrate an understanding of appropriate rules concerning scoring, safety, and offside. Understand that soccer is a game that requires team play and sportsmanship</td>
<td>Soccer</td>
</tr>
<tr>
<td>14</td>
<td>Design a warm up and cool down that will allow for injury prevention for the sport of soccer. Understand that soccer is an endurance sport</td>
<td>Soccer</td>
</tr>
<tr>
<td>15</td>
<td>Begin soccer game with a proper kickoff and be in proper positions at kickoff and during game play</td>
<td>Soccer</td>
</tr>
<tr>
<td>16</td>
<td>Play a game of soccer, returning the ball to play; after a score, after a failed shot, after it goes on the sideline with a throw-in</td>
<td>Soccer</td>
</tr>
<tr>
<td>17</td>
<td>Play a game of soccer using a penalty shot for the goal if the offense is fouled in the penalty area. Explain how to setup a local soccer league or tournament</td>
<td>Soccer</td>
</tr>
<tr>
<td>18</td>
<td>Find where someone could play soccer locally for participation, competition, or enjoyment</td>
<td>Soccer</td>
</tr>
<tr>
<td>19</td>
<td>Practice and improve their soccer skills while playing a game of soccer</td>
<td>Soccer</td>
</tr>
<tr>
<td>20</td>
<td>Participate in a variety of activities improving skills relating to the game of basketball</td>
<td>Passing and catching</td>
</tr>
<tr>
<td>21</td>
<td>Participate in a variety of activities improving skills relating to the game of basketball</td>
<td>Passing and catching</td>
</tr>
<tr>
<td>22</td>
<td>Understand the terms; foul, foul line, out of bounds, half court, three point line, 3 seconds, pick, zone/man defense, and technical foul</td>
<td>Basketball</td>
</tr>
<tr>
<td>23</td>
<td>Demonstrate an understanding of appropriate rules concerning fouls, game play, and on court teammate interaction. Understand that basketball requires endurance</td>
<td>Basketball</td>
</tr>
<tr>
<td>24</td>
<td>Design a warm up and cool down that will allow for injury prevention for the sport of basketball</td>
<td>Basketball</td>
</tr>
<tr>
<td>25</td>
<td>Review the skills for lay-ups, the pivot run, and dribbling</td>
<td>Basketball</td>
</tr>
</tbody>
</table>
|   | 26 | Review the skills of outside shooting  
Know what role functional fitness and strength have on the game of basketball | Basketball |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27</td>
<td>Learn how to successfully rebound, and learn how to shoot foul shots.</td>
<td>Basketball</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Play half court basketball games</td>
<td>Basketball</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Emphasize pass and go skills by playing a no dribble half court basketball game</td>
<td>Basketball</td>
</tr>
</tbody>
</table>
|   | 30 | Demonstrate “on court” communication by calling out passes and picks.  
Understand that basketball is a game that requires team play and sportsmanship | Basketball |
|   | 31 | Recognize the impact the history of basketball on society and fitness in general | Basketball |
|   | 32 | Apply strategies to improve their individual and team play in game situations  
Explain how to setup a local basketball league or tournament | Basketball |
|   | 33 | Research 5 universities you are interested in and see what their intramural programs entail | Basketball |
|   | 34 | Find where someone could play basketball locally for participation, competition, or enjoyment | Basketball |
|   | 35 | Apply all rules and procedures to game situations | Basketball |
**Team Sports 2**  
(Football, Frisbee, Lacrosse)

<table>
<thead>
<tr>
<th>Enduring Understanding</th>
<th>Life expectancy increases with an active lifestyle.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enduring Understanding 2</td>
<td>Leadership and cooperation are beneficial to many aspects of life.</td>
</tr>
<tr>
<td>Enduring Understanding 3</td>
<td>Team sports can be a valuable means to maintain overall wellness.</td>
</tr>
<tr>
<td>Enduring Understanding 4</td>
<td>Aerobic exercise can reduce controllable health risk factors.</td>
</tr>
<tr>
<td>Enduring Understanding 5</td>
<td>Maintaining flexibility is beneficial to injury prevention and to enhance performance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Objective(s)</th>
<th>Learning Activities/Learning Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will be able to pass a football to both stationary and moving targets.</td>
<td>Passing and catching</td>
</tr>
<tr>
<td>2</td>
<td>Students will be able to receive thrown passes while stationary and moving.</td>
<td>Passing and catching</td>
</tr>
<tr>
<td>3</td>
<td>Students will understand the terms fumble, incomplete, intercept, down, distance, hike and handoff.</td>
<td>Flag football games</td>
</tr>
<tr>
<td>4</td>
<td>Students will be able to demonstrate an understanding of appropriate rules concerning scoring, safety, 1st downs, downing the carrier, pass interference, rushing the passer and crossing the line of scrimmage.</td>
<td>Flag football games</td>
</tr>
<tr>
<td>5</td>
<td>Students will design a warm up and cool down that will allow for injury prevention for the sport of football.</td>
<td>Flag football games</td>
</tr>
<tr>
<td>6</td>
<td>Students will display genuine sportsmanship during flag football drills and games</td>
<td>Flag football games</td>
</tr>
<tr>
<td>7</td>
<td>Students will recognize that participation in many activities on a frequent basis improves fitness.</td>
<td>Flag football games</td>
</tr>
<tr>
<td>8</td>
<td>Students will determine which components of flag football require greater muscular strength</td>
<td>Flag football games</td>
</tr>
<tr>
<td>9</td>
<td>Students will determine which components of flag football require more muscular endurance</td>
<td>Flag football games</td>
</tr>
<tr>
<td>10</td>
<td>Students will be able to organize themselves</td>
<td>Flag football games</td>
</tr>
<tr>
<td></td>
<td>Students will conclude that flag football involves compound movements that facilitate improvement of overall fitness</td>
<td>Flag football games</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>11</td>
<td>Students will design a warm up and cool down that will allow for injury prevention for the sport of lacrosse</td>
<td>Lacrosse warm up and cool down</td>
</tr>
<tr>
<td>12</td>
<td>Students will understand and appreciate appropriate safety rules and procedures</td>
<td>Lacrosse safety with drills</td>
</tr>
<tr>
<td>13</td>
<td>Students will demonstrate the skills needed to throw and catch while stationary and on the run</td>
<td>Lacrosse passing</td>
</tr>
<tr>
<td>14</td>
<td>Students will be able to shoot the ball at a goal with the intent to score a goal</td>
<td>Lacrosse shooting on goal and defending</td>
</tr>
<tr>
<td>15</td>
<td>Students will be able to organize themselves into official games and modified games</td>
<td>Lacrosse offensive and defensive strategies</td>
</tr>
<tr>
<td>16</td>
<td>Students will be able to successfully apply all skills and rules to game situations</td>
<td>Lacrosse games</td>
</tr>
<tr>
<td>17</td>
<td>Students will explain that during aerobic exercise you increase heart rate, stroke volume, and blood flow to the muscles while decreasing vascular resistance.</td>
<td>Lacrosse games</td>
</tr>
<tr>
<td>18</td>
<td>Students will relate the following physiological adaptations to aerobic training: increase red blood cells; increase total blood volume; increase stroke volume; decrease blood pressure; decrease resting heart rate; improved recovery rate.</td>
<td>Lacrosse games</td>
</tr>
<tr>
<td>19</td>
<td>Students will discuss the effect of air quality on one’s ability to be active.</td>
<td>Lacrosse games</td>
</tr>
<tr>
<td>20</td>
<td>Students will state the nine risk factors associated with heart disease.</td>
<td>Lacrosse games</td>
</tr>
<tr>
<td>21</td>
<td>Students will formulate a means of controlling the risk factors.</td>
<td>Lacrosse games</td>
</tr>
<tr>
<td>22</td>
<td>Students will experiment with a backhand throw to a stationary target.</td>
<td>Tossing to stationary target</td>
</tr>
<tr>
<td>23</td>
<td>Students will experiment with catching and throwing a frisbee.</td>
<td>Tossing to moving target</td>
</tr>
<tr>
<td>24</td>
<td>Students will be able to demonstrate the various frisbee throws.</td>
<td>Practicing pass patterns</td>
</tr>
<tr>
<td>25</td>
<td>Students will experiment with trick catches</td>
<td>Catching in multiple ways</td>
</tr>
<tr>
<td>26</td>
<td>Students will be able to identify the factors in influencing the flight of the Frisbee.</td>
<td>Form teams and create plays</td>
</tr>
<tr>
<td></td>
<td>The students will be able to identify rules and safety issues for Ultimate Frisbee</td>
<td>Continue to work on plays</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>29</td>
<td>Students will compare three different methods of stretching</td>
<td>Ultimate Frisbee games</td>
</tr>
<tr>
<td>30</td>
<td>Students will perform a variety of stretches safely.</td>
<td>Ultimate Frisbee games</td>
</tr>
<tr>
<td>31</td>
<td>Students will associate a lack of flexibility to possible risk of injury.</td>
<td>Ultimate Frisbee games</td>
</tr>
<tr>
<td>32</td>
<td>Students will design a stretching program for ultimate frisbee.</td>
<td>Ultimate Frisbee games</td>
</tr>
<tr>
<td>33</td>
<td>Students will recognize that through stretching flexibility can be maintained or improved throughout one’s lifetime.</td>
<td>Ultimate Frisbee games</td>
</tr>
<tr>
<td>34</td>
<td>Students will explain the relationship between strength and flexibility and tell why you should do both.</td>
<td>Ultimate Frisbee games</td>
</tr>
<tr>
<td>35</td>
<td>Students will recognize that flexibility can also help relieve emotional tension.</td>
<td>Ultimate Frisbee games</td>
</tr>
</tbody>
</table>
### Enduring Understanding 1
Individuals who desire an active lifestyle take responsibility for accessing community resources to participate in walking and jogging.

### Enduring Understanding 2
Poor nutrition can have a negative effect on your cardio system.

### Enduring Understanding 3
Walking and jogging increases the efficiency of the heart and lungs.

### Enduring Understanding 4
Cross training can improve your ability to walk and jog injury free.

### Enduring Understanding 4
Walking and Jogging are lifelong activities that improve health and increase longevity.

<table>
<thead>
<tr>
<th>Class</th>
<th>Objective(s)</th>
<th>Learning Activities/Learning Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will design a dynamic warm-up, cool-down, and flexibility routine for walking and jogging.</td>
<td>Create warm-up and cool-down Routine.</td>
</tr>
<tr>
<td>2</td>
<td>Students will identify the inherent risks to walking and jogging on trails and on the roads.</td>
<td>List inherent risks to walking and jogging.</td>
</tr>
<tr>
<td>3</td>
<td>Students will choose appropriate walking and running attire depending on environmental conditions.</td>
<td>Choose walking and running attire.</td>
</tr>
<tr>
<td>4</td>
<td>Students will select footwear appropriate for each individual.</td>
<td>Select appropriate footwear.</td>
</tr>
<tr>
<td>5</td>
<td>Students will evaluate good running and walking mechanics.</td>
<td>Evaluate running mechanics.</td>
</tr>
<tr>
<td>6</td>
<td>Students will identify potential injuries associated with walking and running.</td>
<td>Identify potential injuries.</td>
</tr>
<tr>
<td>7</td>
<td>Students will list resources for injury assistance.</td>
<td>List community resources for injury assistance.</td>
</tr>
<tr>
<td>8</td>
<td>Students will describe the physiological benefits of walking and jogging.</td>
<td>List physiological benefits of walking and jogging.</td>
</tr>
<tr>
<td>9</td>
<td>Students will describe the cardiovascular benefits of walking and jogging.</td>
<td>Describe cardiovascular benefits.</td>
</tr>
<tr>
<td>10</td>
<td>Students will describe the respiratory benefits of walking and jogging.</td>
<td>Describe respiratory benefits.</td>
</tr>
<tr>
<td>11</td>
<td>Students will examine the importance of</td>
<td>Create a meal for walking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>12</td>
<td>Students will compare different cross training methods for walking and jogging.</td>
<td>Compare cross training methods.</td>
</tr>
<tr>
<td>13</td>
<td>Students will develop a water workout routine for walking and jogging.</td>
<td>Create water workout for walking and jogging.</td>
</tr>
<tr>
<td>14</td>
<td>Students will identify a variety of activities which improve muscular strength and muscular endurance in walking and jogging.</td>
<td>Design a strength training routine.</td>
</tr>
<tr>
<td>15</td>
<td>Students will explore alternative modalities in running (barefoot running, Chi running, etc…)</td>
<td>Investigate alternative running modalities.</td>
</tr>
<tr>
<td>16</td>
<td>Students will explore resources for locating walking and jogging events in the community.</td>
<td>Investigate resources for walking and jogging opportunities in the community.</td>
</tr>
<tr>
<td>17</td>
<td>Students will explain the importance of pacing during walking and jogging.</td>
<td>Explain the importance of training.</td>
</tr>
<tr>
<td>18</td>
<td>Students will compare methods of monitoring rate of perceived exertion.</td>
<td>Compare methods of RPE</td>
</tr>
<tr>
<td>19</td>
<td>Students will measure intensity using the talk test.</td>
<td>Measure intensity using talk test.</td>
</tr>
<tr>
<td>20</td>
<td>Students will argue for or against the use of heart rate to monitor intensity during walking and jogging.</td>
<td>Argue importance of using heart rate as a measure of intensity.</td>
</tr>
<tr>
<td>21</td>
<td>Students will compare the Karvonen method of heart rate training zones to age predicted max heart rate training zones.</td>
<td>Compare the Karvonen method to age predicted max heart rate.</td>
</tr>
<tr>
<td>22</td>
<td>Students will explain the usefulness of monitoring intensity with heart rate monitors and GPS tracking devices.</td>
<td>Explain the usefulness of heart rate and GPS monitors.</td>
</tr>
<tr>
<td>23</td>
<td>Students will identify the role in measuring VO2 max.</td>
<td>Identify the purpose of measuring VO2 max.</td>
</tr>
<tr>
<td>24</td>
<td>Students will identify the importance in determining lactic acid threshold.</td>
<td>Identify the importance of lactic acid threshold.</td>
</tr>
<tr>
<td>25</td>
<td>Students will examine the role in performing time trials and max tests during training to determine fitness level.</td>
<td>Examine time trialing and max testing as a measure to determine fitness level.</td>
</tr>
<tr>
<td>26</td>
<td>Students will utilize Jack Daniel’s PhD. VDOT Running Formula to determine running intensities.</td>
<td>Utilize Jack Daniel’s VDot formula.</td>
</tr>
<tr>
<td>27</td>
<td>Students will explain interval training.</td>
<td>Design an interval workout.</td>
</tr>
<tr>
<td>28</td>
<td>Students will explain repeat training.</td>
<td>Design a repeat workout.</td>
</tr>
<tr>
<td>29</td>
<td>Students will explain fartlek training.</td>
<td>Design a Fartlek workout.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>30</td>
<td>Students will compare linear and non-linear periodization.</td>
<td>Create a linear or non-linear training program</td>
</tr>
<tr>
<td>31</td>
<td>Students will plan and create a walking and running program.</td>
<td>Continue to create a linear or non-linear training program.</td>
</tr>
<tr>
<td>32</td>
<td>Students will define recovery.</td>
<td>Describe why recovery is important in training.</td>
</tr>
<tr>
<td>33</td>
<td>Students will explain the importance of sleep, mood, weight, soreness, diet, and a.m. heart rate as it relates to walking and jogging training.</td>
<td>List the importance of sleep, mood, weight, soreness, diet, and a.m. heart rate.</td>
</tr>
<tr>
<td>34</td>
<td>Students will design a walking and running log.</td>
<td>Create a walking and running log.</td>
</tr>
<tr>
<td>35</td>
<td>Students will utilize a walking and running log.</td>
<td>Use a training log during training.</td>
</tr>
</tbody>
</table>
**Weight Training**

<table>
<thead>
<tr>
<th>Weight Training</th>
<th>Learn to lift weights and build strength safely and effectively. (Strength, Safety, Goal Setting, Program Planning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resistance Training</td>
<td>Learn a variety of resistance and strength training strategies that include weights plus a variety of other muscular development methods. (Strength, Functional Fitness, Program Planning, Individualized Workouts, Home Workouts)</td>
</tr>
</tbody>
</table>

**Enduring Understanding 1**

**Enduring Understanding 2**

**Enduring Understanding 3**

**Enduring Understanding 4**

<table>
<thead>
<tr>
<th>Class</th>
<th>Objective(s)</th>
<th>Learning Activities/Learning Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will demonstrate an understanding for proper facility set-up in regards to safety</td>
<td>Safety</td>
</tr>
<tr>
<td>2</td>
<td>Students will learn spotting techniques for upper body core exercises</td>
<td>Safety/Spotting</td>
</tr>
<tr>
<td>3</td>
<td>Students will learn spotting techniques for lower body core exercises</td>
<td>Safety/Spotting</td>
</tr>
<tr>
<td>4</td>
<td>Students will learn a variety of safe spotting positions for secondary (uniaxial) exercises</td>
<td>Safety/Spotting</td>
</tr>
<tr>
<td>5</td>
<td>Students will learn safety and spotting considerations for explosive or (multiaxial) lifts</td>
<td>Safety/Spotting</td>
</tr>
<tr>
<td>6</td>
<td>Students will learn and correctly demonstrate proper form for a core upper body exercise</td>
<td>Form/Technique</td>
</tr>
<tr>
<td>7</td>
<td>Students will learn and correctly demonstrate proper form for a core lower body exercise</td>
<td>Form/Technique</td>
</tr>
<tr>
<td>8</td>
<td>Students will learn the proper form for an explosive lift</td>
<td>Form/Technique</td>
</tr>
<tr>
<td>9</td>
<td>Students will participate in skill development and technique work for demonstrating a proper explosive lift</td>
<td>Form/Technique</td>
</tr>
<tr>
<td>10</td>
<td>Students will recite the dangers for improper technique in regards to weight lifting and the</td>
<td>Form/Technique</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>need for proper form while lifting</td>
<td>Students will determine personal weight lifting goals to impact them for a lifetime</td>
<td>Goal Setting</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>Goal Setting</td>
</tr>
<tr>
<td>Students will manipulate a variety of “rep max” charts to determine which best suits them and their needs</td>
<td>Students will attain baseline numbers for core and explosive exercises</td>
<td>Goal Setting</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>Program Planning</td>
</tr>
<tr>
<td>Students will develop an individualized strength program based on goals and current weight lifting abilities</td>
<td>Students will design a warm-up and cool down routine</td>
<td>Resistance Training</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>Resistance Training</td>
</tr>
<tr>
<td>Students will use individually designed programs to perform a weight training workout</td>
<td>Students will maintain accurate weight lifting records</td>
<td>Resistance Training</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>Resistance Training</td>
</tr>
<tr>
<td>Students will progressively increase workloads</td>
<td>Students will balance between core lift technique supplementation and secondary exercise development</td>
<td>Resistance Training</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>Resistance Training</td>
</tr>
<tr>
<td>Students will find rest times appropriate for their given weight training program</td>
<td>Students will monitor progress with sporadic max checks on their chosen rm scale</td>
<td>Resistance Training</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>Resistance Training</td>
</tr>
<tr>
<td>Students will complete daily workouts to a satisfactory manor</td>
<td>Students will demonstrate improving levels of performance</td>
<td>Resistance Training</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>Resistance Training</td>
</tr>
<tr>
<td>Students will discuss positives about weight training for a lifetime</td>
<td>Students will develop an understanding of progression by adjusting daily work numbers to their performance changes</td>
<td>Resistance Training</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>Resistance Training</td>
</tr>
<tr>
<td>Students will continue to work on developing their skeletal musculature through their individually designed weight training programs</td>
<td>Students will adjust the core portion of their routines by making changes to their rm numbers</td>
<td>Resistance Training</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>Resistance Training</td>
</tr>
<tr>
<td>Students will adjust the secondary portion of their routines by making changes to their rm numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Students will assess areas of success with their individualized routine</strong></td>
<td><strong>Resistance Training</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>30</td>
<td><strong>Students will assess areas of weakness with their individualized routine</strong></td>
<td><strong>Resistance Training</strong></td>
</tr>
<tr>
<td>31</td>
<td><strong>Students will strategize individually and with a small group about possible adjustments that can be made to their weight lifting programs</strong></td>
<td><strong>Resistance Training</strong></td>
</tr>
<tr>
<td>32</td>
<td><strong>Students will continue to work on developing their skeletal musculature through their individually designed weight training programs</strong></td>
<td><strong>Resistance Training</strong></td>
</tr>
<tr>
<td>33</td>
<td><strong>Students will weigh the pros and cons of a rigorous weight training routine</strong></td>
<td><strong>Resistance Training</strong></td>
</tr>
<tr>
<td>34</td>
<td><strong>Students will think about ways to engage the core muscles at a higher level during workouts</strong></td>
<td><strong>Resistance Training</strong></td>
</tr>
<tr>
<td>35</td>
<td><strong>Students will think about ways to develop balance or kinesthetic awareness to a greater degree during workouts</strong></td>
<td><strong>Resistance Training</strong></td>
</tr>
</tbody>
</table>
## Yoga/Pilates

<table>
<thead>
<tr>
<th>Enduring Understanding 1</th>
<th>Life expectancy increases with an active lifestyle.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enduring Understanding 2</td>
<td>As you get older increased responsibilities inhibit your time to exercise</td>
</tr>
<tr>
<td>Enduring Understanding 3</td>
<td>Increased flexibility can improve performance and decrease the chance of injuries.</td>
</tr>
<tr>
<td>Enduring Understanding 4</td>
<td>Regular exercise enhances the body’s ability to respond to stressors.</td>
</tr>
<tr>
<td>Enduring Understanding 5</td>
<td>Fit adults participate in more individualized activity which they consciously plan into their lives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Objective(s)</th>
<th>Learning Activities/Learning Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The students will be able to:</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Improve their flexibility, muscular strength, endurance and breathing techniques. State the importance of stretching</td>
<td>Stretching, breathing Yoga poses</td>
</tr>
<tr>
<td>2</td>
<td>Differentiate between dynamic and static stretching. Demonstrate proper stretching Demonstrate various yoga poses</td>
<td>Range of motion Yoga poses</td>
</tr>
<tr>
<td>3</td>
<td>Explain that stretching should be indicative of the activity to be performed - specific to the muscles to be used the most. Demo sun salutation poses</td>
<td>Training principles Yoga poses Cards, DVD</td>
</tr>
<tr>
<td>4</td>
<td>Understand that relaxation and meditation can reduce stress. State that activity can burn up stress hormones in the body</td>
<td>Yoga poses What is stress? Lifestyle, stressors Physical activity role</td>
</tr>
<tr>
<td>5</td>
<td>Recognize that through stretching, flexibility can be maintained or improved throughout one’s lifetime.</td>
<td>Flexibility Yoga poses DVD, Class instruction</td>
</tr>
<tr>
<td>6</td>
<td>State how flexibility is related to injury prevention.</td>
<td>Injury prevention Yoga poses DVD, Class instruction</td>
</tr>
<tr>
<td>7-10</td>
<td>Participate in a yoga class. Participate in a variety of relaxation and meditation activities.</td>
<td>Yoga poses DVD, Class instruction relaxation and meditation</td>
</tr>
<tr>
<td>11-12</td>
<td>Research resources for yoga.</td>
<td>Websites, APPs for Iphone, I pad or Android</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>13-14</td>
<td>Share and instruct students with their yoga information</td>
<td>Yoga Routines/practice Assessment</td>
</tr>
<tr>
<td>15-18</td>
<td>Define core training. Research core workouts complete assignment Identify that the bigger muscles in the body are in the core Participate in core training workouts. State that exercise has the effect of allowing people to sleep better</td>
<td>Core Training Muscles of core Importance of strong core muscles Core Training Balls, kettle bells, weights Core workout assignment</td>
</tr>
<tr>
<td>19-21</td>
<td>Explain that relaxation techniques and meditation can relieve stress by increasing blood flow and relaxing tense muscles Discuss the benefits of relaxation and meditation techniques in relation to the controllable health risk factors. Students will participate in Pilates instruction and application.</td>
<td>Relaxation Mediation Health risk factors Pilates poses and instruction</td>
</tr>
<tr>
<td>22-26</td>
<td>Participate in Pilates instruction and application.</td>
<td>Pilates poses</td>
</tr>
<tr>
<td>27</td>
<td>Participate in Pilates instruction and application</td>
<td>Pilates class Assessment</td>
</tr>
<tr>
<td>28-32</td>
<td>Explore and participate in alternative yoga/Pilates classes</td>
<td>Yoga on the ball Yogalates</td>
</tr>
<tr>
<td>33</td>
<td>Students will complete a written evaluation of the importance of physical exercise, flexibility and activity on one’s life.</td>
<td>Written assessment</td>
</tr>
<tr>
<td></td>
<td>Students will understand that the type of diet effects health.</td>
<td>Written assessment</td>
</tr>
<tr>
<td></td>
<td>Tailor eating to themselves.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Making food choices</td>
<td></td>
</tr>
</tbody>
</table>

**Resources:**
- Yoga DVDs
- Pilates DVDs
- Yoga on the ball cards
- Pilates cards
- Guest instructor
- Posters
- Yogafit

**YOGA**
Over 5000 years ago, the Indus-Sarasvati Civilization was already using yoga as a system to develop the mind, body and spirit. Yoga is practiced to bring together the human consciousness and the universal consciousness. The earliest official traces of yoga have been found on stone seals from the Indus Valley, picturing figures in various yogic positions.

Yoga is not simply bodily movements and positioning; yoga incorporates breathing and meditation to enhance the overall effect of allowing the human person to live in harmony with his environment, the natural world and the spiritual world. The practice leads to enhanced physical fitness as well as an increased spiritual and mental awareness.

**YOGA, EXERCISE, FITNESS, AND HEALTH**

As yoga evolved, several subsets grew from the original form to include Hatha Yoga, Ananda Yoga, Bikram Yoga, Kundalini Yoga, and many others. Although all the styles have roots coming from the same place, each variation differs in its focus. While some focus more on the physical conditioning of the body, others concentrate more on achieving spiritual awareness, and still others, on relaxation and meditation.

Hatha Yoga is the most popular and commonly practiced form of yoga in the United States. This particular yoga form focuses on purifying the mind, body and spirit with an emphasis on the physical well-being. It uses posturing, breathing and meditation exercises in its practice. From Hatha Yoga, several other forms of yoga branched off, all continuing to use various poses to accomplish their goals.

Ananda Yoga combines gently repeated affirmations with posturing and breathing exercises. This is not a form of yoga meant for physical exercise, instead, Ananda Yoga focuses on awakening, feeling and managing the energies of ones Chakras.

For physical fitness, one of the better suited forms of yoga is Ashtanga Yoga. This physically demanding variation builds strength, flexibility and stamina by moving the body through a series of postures and poses in quick succession along with breathing exercises as well.

Bikram Yoga is known as the hot, sweat yoga. Like the others, this form also involves a series of poses along with breathing exercises.
The difference, however, is that class is held in a room with the temperature kept at around 100 degrees Fahrenheit. This variation of yoga is designed to warm and stretch the muscles and ligaments while promoting a cleansing or detoxification of the body through sweating.

Kundalini Yoga is known as the mother all styles of yoga. Its focus is that of awakening of the serpent power located at the base of the spine. When correctly opened and managed, this power allows the mind, body and spirit to experience complete universal energy, creativity, love, and divine prosperity.

Although Yoga did not arrive to the United States until the late 1800s, its rapid spread throughout the nation attests to its relaxation, strengthening and spiritual powers. Its ability to turn a restless mind and unfit body into a peaceful, whole and connected being is one of the major reasons it has reached its current success and popularity throughout the world.
## Advanced Dance

<table>
<thead>
<tr>
<th>Enduring Understanding 1</th>
<th>Dance is a form of self expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enduring Understanding 2</td>
<td>Individuals may have a personal preference from many forms of dance which can contribute to a healthy lifestyle</td>
</tr>
<tr>
<td>Enduring Understanding 3</td>
<td>Discipline of dance can contribute to growth of a person’s style (grace, poise)</td>
</tr>
<tr>
<td>Enduring Understanding 4</td>
<td>Dance is a weight bearing exercise</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Objective(s)</th>
<th>Learning Activities/Learning Tasks</th>
</tr>
</thead>
</table>
| 1-3   | Explore the history of dance and its influence on cultures  
Share dance knowledge and prior experiences  
Make connections between dance and healthful living.  
Explore dance websites | Dance history  
Peer sharing  
Dance websites |
| 4-8   | Explore the use of dance as a fitness option.  
Research “How do dancers train”?  
Participate in a Zumba class.  
Choreograph moves for Zumba  
Use and apply the concepts of healthy lifestyle choices and the methods of conditioning for maximum performance in dance. | Basic zumba instruction  
Dvd  
Peer instruction  
Components of fitness for dance (flexibility, strength, endurance and cardio)  
Performance components , balance, agility and coordination  
Choreograph a dance set for zumba. |
| 9-14  | Understand the ways that various media (e.g., technology, music, and visual art) can be used to reinforce, enhance, or alter a dance idea. | Explore the various Wii Dance programs |
| 15-18 | Appreciate the history, characteristics and significance of specific dance styles  
Explore various dance styles throughout history.  
View biographies on the lives of various dancers  
Discuss the common qualities of these dancers | View videos of dance performances. Comment on the artistry, preparedness and style. Explain how dance enhances the performance. Reflect on self expression |
<p>| 19-21 | Explore proper nutrition for dancers and all | Nutrition information, |</p>
<table>
<thead>
<tr>
<th></th>
<th>athletes. Students’ own nutritional intake will be explored.</th>
<th>eating disorders, diet myths</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-27</td>
<td>Understand how the discipline of dance contributes to persons growth of style Discuss grace and poise as components of dance Participate in a variety of dance activities</td>
<td>Projects: Create Directions for A Dance Make A Dance Instruction Videotape</td>
</tr>
<tr>
<td>28-35</td>
<td>Compose and choreograph an original dance. Develop instructions for and teach a dance to their peers. Focus on “today’s” style of music and dance Explore hip hop, street dance Compare and contrast modern dance to street dance styles</td>
<td>The students will compose and choreograph an original dance. The students teach the dance to their peers DVD Step up</td>
</tr>
<tr>
<td>Additional ideas</td>
<td>Explore ways that students can continue to participate in dance outside of school in our community. Assist in running a school dance Volunteer to instruct middle school students Observe a professional dance rehearsal</td>
<td></td>
</tr>
</tbody>
</table>