

Content Articulation: Cardiorespiratory Endurance

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What is QPE?

- **Academic Content**
 - In order to establish ourselves as a core content area, we must teach kids something. (NASPE 2)
- **Fitness Related Activities**
 - Intentionally building fitness with our kids in their daily PE experience. (NASPE 3, 4)
- **Motor Skills**
 - Motor Skill development allows for functional movement patterns to be developed. (NASPE 1)
- **Social/Emotional**
 - Important concepts that allow for growth and development of the social value of PA and Exercise. (NASPE 5,6)

Content Articulation

- What Does it look like?
 - Delivery of content based lessons at all grade levels which are differentiated by the students knowledge, skills, and abilities.
- 85% of learners are Kinesthetic, Why wouldn't you put content with movement?

What does this look like?

- Warm-up
 - Locomotor movements (Elementary)
 - Movement Progression (Secondary)
- Elementary Lesson
- Middle School Lesson
- High School Lesson
- Wrap-up/Cool Down
 - Intentional Fitness based off of fitness data (we will stretch and review curriculum maps)

Content Overview-CRE vocab

- Cardiorespiratory
- Endurance
- Endurance
- Heart
- Lungs
- Blood
- Muscles
- Heart Rate
- Oxygen
- Carbon Dioxide
- FITT Principle
- Frequency
- Intensity
- Time
- Type
- Resting HR
- Ambient HR
- Max HR

Elementary Lesson

4 groups, 1 at each cone

Outside Hula Hoops = Muscle

Red Hula Hoop = Heart/Lungs

Students = Blood Cell

Bean Bags = Oxygen

Activity: Students will work in teams to deliver the most oxygen to their muscle in a set amount of time. (Teacher determined, could be length of song, until all oxygen is depleted, set time with stopwatch, etc.)

Variation: Change the locomotor movements that students use during the relay. (Great time to assess motor skills)



Grade: K-3

Objective:
Students will explain how the body uses oxygen during exercise

Equipment:

- 50-60 Small Objects
- 5 Hula Hoops
- 4 Cones

HEART HEALTH RELAY

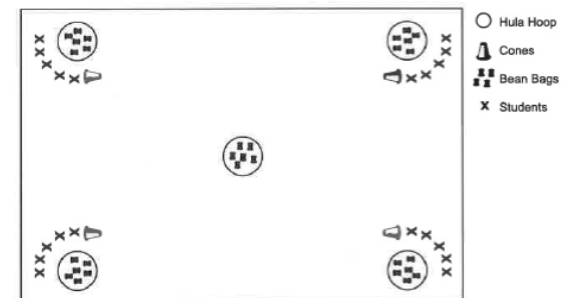
Explanation:

The heart pumps blood with oxygen in it to the working muscles. Muscles use oxygen to produce energy. Doing activities that require the heart to pump faster for a long period of time strengthens the heart. A stronger heart provides a person with more energy for work and play.

Directions:

1. Divide class into 4 equal groups. Each group is lined up in a corner of the gym next to a hula hoop (their muscle).
2. Two hula hoops are the muscles in the arms and two hula hoops are the muscles in the legs.
3. Students are blood cells and their job is to bring oxygen to their muscle. The muscle needs the oxygen to produce energy.
4. The heart (hula hoop in the middle of the gym) is an equal distance from the muscle groups. Inside the heart there are 50-60 small objects such as beanbags, hockey pucks, or foam balls. These objects represent oxygen.
5. Students (blood cells) run in relay fashion to the heart and take one oxygen (beanbag) back to their muscle. When the heart is out of oxygen the game is over.
6. Students then count the number of oxygen (beanbags) in their muscle. The team that has the most oxygen in their muscle has the happiest muscle because it has more energy to keep moving.
7. Next, lead a discussion about how a stronger heart (cardiorespiratory system) pumps more blood and delivers more oxygen to the muscles, which allows a person to keep moving for a long period of time.

Assessment: See class discussion questions at the end of this unit.



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1.21

HEART HEALTH K-3

Middle School Lesson

2 teams

5 bowling pins

Labeled “*F, I, T, T, R & R*”

Foam Gator Balls

1 Captain for each team to lead the FITT Challenges

Activity: Students will try and knock down the other teams pins by throwing, rolling, or tossing foam gator balls. When a pin is knocked down, the captain takes the entire team to the side of the playing area to perform the FITT Challenge. The FITT Challenge must be met before the pin is reset.



CARDIORESPIRATORY ENDURANCE AND THE FITT PRINCIPLE



ACTIVITY

Level: Intermediate

Objective:

Students will demonstrate the FITT Principle variables of frequency, intensity, time, and type as they apply to cardiorespiratory endurance.

Equipment:

- 10 plastic bowling pins
- Foam balls for half the class
- Signs or labels to identify pins

CARDIO FITT PIN

Explanation:

The best way to maintain or improve cardiorespiratory endurance is to follow the recommendations of the FITT Principle; the **frequency** of the workouts is 5-7 sessions per week. The body needs time to recuperate, rest, and recover which allows for repair of muscle tissue and cells. An exercise plan should include one day a week for rest and relaxation. The **intensity** is between 65% and 85% of the maximum heart rate (MHR) or an intensity level (RPE) of 4, the **time** the workout lasts is at least 60+ minutes (10 minute segments could be accumulated to reach an optimal time of 60 minutes a day), and the **type** is any continuous activity such as running, swimming and biking that increases the heart rate to the appropriate intensity.

Directions:

1. Divide class into two teams and assign each team to one half of the play area.
2. Place 5 bowling pins spread out along each end line. Make large signs to label the pins: one for each of the FITT variables - Frequency, Intensity, Time and Type. The 5th pin is labeled R & R (meaning rest and relaxation). Place signs on wall, or on a cone, behind each pin.
3. Players will knock down the other team's pins by throwing, rolling, or tossing foam balls. The winning team is either the first to knock down all 5 pins, or the team with the most pins standing at the end of the allotted time.
4. Select a captain for each team to lead his/her team through the required FITT Challenges used to reset downed pins.
5. When a pin is knocked down the captain of that team immediately takes the team off the playing area to the side and the whole group performs the task representing the FITT variable of the pin knocked down. (Only one pin is reset at a time).
6. The FITT Challenges required to reset pins are: Frequency = 5 sets of 7 jumping jacks (represents 5 sessions a week), Intensity = running hard in place for 20 counts with high knees (represents elevating heart rate to 65%-85%), Time = 6 stride hops (represents the minimum 60 minute segment), Type = 3 rocket blasters and 3 ski jumps (represents various cardiorespiratory activities).
7. If the R & R pin is knocked down the captain resets it without having the team perform a physical challenge (one day of rest is important).
8. Team members may guard pins but if one is inadvertently knocked down it counts the same as if the opponents knocked it over. The FITT Challenge must be met to reset it.
9. When a team leaves the play area to complete a FITT Challenge the opposing team continues to throw at the pins but players may not cross the centerline to retrieve balls.

(continued)



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Middle School Lesson

Ex. The “I” pin is knocked down which represents Intensity. The Captain takes their team to the side to perform 20 counts of high knees which represents elevating the HR to 65%-85% MHR

Variation: Change the FITT Challenges to meet the needs of your students.

Assessment: Teacher question and answer with pair/share at the end or during the activity if you need to provide a short rest for students.

Other ideas?



CARDIORESPIRATORY ENDURANCE AND THE FITT PRINCIPLE



ACTIVITY

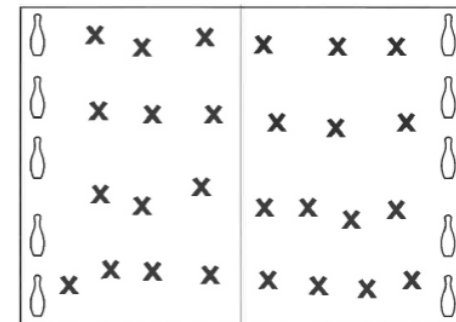
CARDIO FITT PIN (CONTINUED)

10. A team may only complete one FITT Challenge per trip to the side. To reset another pin, 4 balls (one for each variable) must first be thrown again at the opponents' pins.
11. To keep all players active allow only one ball in a player's hand at a time. Encourage students to share with teammates.

Assessment Ideas:

1. Teacher Question and Answer (While students are in group or as a debrief)
 - How often should cardiorespiratory activities happen?
 - What level of intensity should be reached?
 - How long heart rates should be elevated?
 - Which activities work best for cardiorespiratory endurance?
 - Why have a day of rest?
2. Use similar questions at the end of the game to review the FITT Principle for cardiorespiratory endurance.

Diagram:



X = Players

 = Bowling Pins

Middle or High School

Each person gets a worksheet

Each person gets a pen

Each person gets a HR Monitor or you can have them take their HR.

Activity: Each student should record their Ambient HR (Resting HR). Have them find HR and then time/count for 6 seconds, add a “0” and record. After this is done the students will be led through a series of exercises for at least 1 min per exercise. Stop at the end of each activity and take Heart Rate or look at Heart Rate Monitor.



Level: Advanced

Objective:

Students will explain the relationship between heart rate and intensity of the activity and how it develops cardiorespiratory endurance.

Equipment:

- Heart Rate Monitors (Optional)
- Stopwatch
- Cardiorespiratory Graphing Worksheet

ADVANCED CARDIORESPIRATORY GRAPHING ACTIVITY

Explanation:

When a person performs activities that require the body to use large amounts of oxygen for sustained periods of time such as, jogging, biking or swimming, their heart rate will increase and, over time, cardiorespiratory endurance will be improved. Using more muscles during movement or increasing the intensity of the movement will increase the heart rate. A person will notice that they can run, bike or swim for a longer period of time without getting tired as cardiorespiratory endurance is improved.

Directions:

1. Have the students pick up a Cardiorespiratory Graphing worksheet and pencil and put on heart rate monitors (Optional).
2. Have the students look at their heart rate monitor (if available) or take their pulse for six seconds and put a “zero” on the end and record their resting heart rate on the graph on the Cardiorespiratory Graphing worksheet.
3. Lead the students through each one of the activities listed on the Cardiorespiratory Graphing worksheet for one minute using a stopwatch or timed music.
4. Stop at the end of each activity and have the students take their heart rate (or look at Heart Rate monitor) and graph it on the worksheet.
5. When all activities are completed and heart rates graphed on the Cardiorespiratory Graphing Worksheet, have the students complete the reflective questions on the worksheet.

Reflective Questions:

1. Look at the pattern that developed on your graph, how do the different activities affect your heart rate?
2. Look at your heart rate for jogging and for cross country skiing. Which activity raised your heart rate higher? Why?
3. Why do you think your heart rate was higher doing the can-can than walking?
4. Which activities would be best for you to use to develop cardiorespiratory endurance? Explain your answer.



ACTIVITY



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Middle or High School

The students will perform each exercise for at least 1 minute:

- Walking
- Fast Walk
- Jog
- Grapevine
- Skip
- Jumping Jacks
- Jump Rope (Air Jump Rope)
- Can Can or Sit-ups
- X Country Skiing or Running

The students will then complete the graphing activity and answer the reflective questions on the bottom of the graphing sheet. Students turn in sheets for credit.



ADVANCED CARDIORESPIRATORY GRAPHING WORKSHEET

Name _____

	200										
H	190										
E	180										
A	170										
R	160										
T	150										
	140										
R	130										
A	120										
T	110										
E	100										
	90										
	80										
	70										
BPM	60										
		Resting HR	Walking	Jog	Fast walk	Grapevine	Skip	Jumping Jacks	Jump rope	Can-Can	X-country skiing

Directions:

- Before participating in the activities, record your resting heart rate on the graph. Look at your heart rate monitor or count your pulse for 6 seconds and add a "0" on the end to find your beats per minute (BPM).
- You will be participating in activities listed on the chart for 1 minute.
- After each activity you will look at your HRM or count your pulse and you will chart your heart rate for each activity on the graph by marking the correct heart rate above the activity performed.

After completing each activity, respond to the Reflective Questions below.

Reflective Questions:

1. Look at the pattern that developed on your graph. How do the different activities affect your heart rate?
2. Look at your heart rate for jogging and for cross country skiing. Which activity raised your heart rate higher? Why?
3. Why do you think your heart rate was higher doing the can-can than walking?
4. Which activities would be best for you to use to develop cardiorespiratory endurance? Explain your answer.



High School Lesson

Divide the class into groups of 5

Each group has: Two hula hoops, 1 ball, and a mat. Set them up according to diagram. (We did this for you)

Activity: Have all students take a deep breath and exhale. Explain O₂ and CO₂ exchange. The heart, blood, and blood vessels work together to provide necessary oxygen to the body. Students will act like the cardiovascular system and show the exchange that occurs. Students will work together to complete as many sit ups as possible in the 3 minutes of the relay.



CARDIORESPIRATORY SYSTEM FOR LIFE



ACTIVITY

Level: Advanced

Objective:

The students will be able to explain how the cardiovascular system works with the respiratory system to provide oxygen to muscles and how cardiorespiratory endurance training can improve the efficiency of the cardiorespiratory system.

Equipment:

- Hula Hoops
- Scooters
- Different sized balls (i.e. ping pong, softball, playground, stability balls)
- Exercise Mats

ADVANCED CARDIORESPIRATORY RELAY

Explanation:

The heart, blood, and blood vessels of the cardiovascular system and lungs of the respiratory system work together to provide necessary oxygen and nutrients to all cells of the body.

The respiratory system includes the nose, mouth, trachea, diaphragm, and lungs. During respiration or breathing, the diaphragm, a large dome-shaped muscle that separates the chest and abdomen, contracts. This allows oxygen to flow in through the nose and mouth, passing through the trachea (windpipe) and into the lungs. While in the lungs, an important exchange is made. Blood that is circulating around the lungs exchanges carbon dioxide for oxygen. As the diaphragm relaxes, carbon dioxide is then exhaled.

The cardiovascular system includes the heart, blood, and blood vessels, including arteries, capillaries, and veins. This is the system that is responsible for transporting blood, the ultimate delivery truck for all the cells in the body. It delivers life-saving, energy-producing oxygen to the cells and then picks up carbon dioxide and takes it away.

The heart, the pump that is responsible for circulating blood throughout the entire body, is the most important muscle in the body. When the heart beats, it pumps oxygen and nutrient rich blood through the arteries to all parts of the body. From these arteries, or small tubes or vessels for blood leaving the heart, the blood enters the capillaries. The capillaries are the smallest of the blood vessels, and are where the blood delivers oxygen to the cells and picks up carbon dioxide from the cells. The blood, de-oxygenated and waste filled, then flows into the veins, which are the vessels that transport blood back to the heart and then to the lungs to drop off carbon dioxide and pick up more oxygen. The oxygen rich blood then flows back to the heart where it is pumped out to the rest of the body, starting the whole process over.

Directions:

1. Have students stand up and ask them to take a slow deep breath and then exhale.
2. Ask the students what they feel as they inhale and exhale. Explain that this is called respiration.
3. Divide the class into groups of 4 or 5 students.
4. Each group should have two hula hoops, a scooter and a mat set up according to the diagram. Each piece of equipment for each group should be 15 to 20 feet apart and there should be five feet between each group

(continued)



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High School Lesson

Activity cont'd: 1 student in the group will lie on their back in sit up position (working muscle), another will hold their feet and count repetitions (they represent O₂). With a Blue Bean Bag, the other student (red blood cell) will dribble a basketball down to through the heart (middle hula hoop) and to the lungs (end hula hoop with red bean bags) picking up a Red Bean Bag (represents O₂) and leaving a Blue Bean Bag (represents CO₂). They will then dribble back through the heart to deliver the oxygen to the working muscle (sit ups).



ACTIVITY

ADVANCED CARDIORESPIRATORY RELAY - CONTINUED

5. Have one person from each group lie down on the mat in curl-up position with another person holding his/her feet. The person on the mat doing curl-ups represents a muscle working and that the person holding his/her feet represents the oxygen the muscle needs in order to work.
6. Have the other members of each group sit with their feet in the first hula hoop. This hula hoop represents the lungs and the people are the oxygen that is waiting to be delivered to the working muscle.
7. Explain that on the "go" signal, the person (muscle) on the mat will begin doing curl-ups and the person (oxygen) holding the feet will begin counting the number of curl-ups performed. At the same time, one person representing oxygen in the lungs will get on a scooter, which represents a red blood cell, and begin scooting toward the second hula hoop, which represents the heart.
8. Once the person on the scooter (red blood cell carrying oxygen) gets to the second hula hoop (heart), he/she must place one foot inside the hoop to get "pumped" out to the working muscle through an artery.
9. Explain that this person then scoots to and tags the person holding the feet or supplying oxygen to the working muscle. The person representing oxygen on the scooter gets off the scooter, and becomes the new foot holder or oxygen supplier. The person that was holding the feet (oxygen) then becomes the working muscle, and the person that was doing the curl-ups (working muscle) gets on the scooter as carbon dioxide and waste.
10. Explain that this person must scoot back to the heart through veins, placing one foot inside the hoop to get "pumped" to the lungs where there is an exchange. This person, representing carbon dioxide and waste, gets off the scooter, oxygen will get on the scooter, and the process starts all over.
11. Tell the students that the activity will last for 3 minutes and the objective is for each group to perform as many curl-ups as possible.
12. Give the "go" signal, and, at the end of three minutes, have groups calculate their total number of curl-ups and share with the other groups.
13. Have students get set up again to repeat the activity and give each group two of the same sized balls.
14. Explain that they will do the same activity, except the person on the scooter will transport one of the balls on their lap while the person doing curl-ups will perform curl-ups while holding a ball above their chest.
15. Repeat the activity and then debrief the activity using the Reflective Questions.

(continued)



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High School Lesson

Activity Cont'd: The exchange will occur where the person dribbling becomes the holder of the feet, the holder of the feet becomes the person doing sit ups, and the person doing sit ups gets a rest while waiting in line to dribble and become the carrier of O₂ and CO₂ (red blood cells). The group counts their total sit-ups and the exchange occurs repeatedly until 3 minutes is up.

Variation: Perform same "relay" with different sports skills or use scooters. (HS kids love the big scooters)

Assessment: Reflective Questions and CRE Assessment.



ACTIVITY

ADVANCED CARDIORESPIRATORY RELAY - CONTINUED

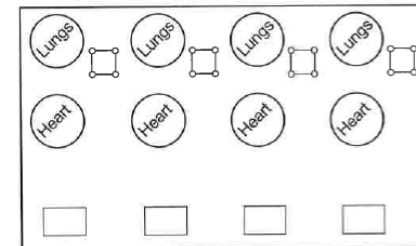
Variation:




Perform the same activity without scooters, using different movements, for example, begin with students walking to pick up and deliver oxygen and gradually move to skipping or running, an activity used for cardiorespiratory endurance training.

Reflective Questions

1. Describe how the cardiorespiratory system works to provide oxygen to working muscles.
2. In the first activity, why were some groups able to perform more curl-ups?
3. What differences did you notice when the balls were added in the second activity?
4. What did the balls represent?
5. What connections can you make to cardiorespiratory endurance training? Explain your answer.

Diagram:



-  = Scooter (red blood cells)
-  = Hula Hoops (lungs and heart)
-  = Mat (working muscles)



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Content Articulation Cool Down

- What else does it look like?
 - Aligned Curriculum Maps
 - Effective and intentional planning
 - Collaboration
 - Quality professional development

Elementary Curriculum Map

Timeframe: October	Health & Fitness Academic Content: <i>Academic concepts that students will learn</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Physical activities to teach movement patterns</i>	Social / Emotional / Safety
Essential Questions <i>What questions frame the main theme or idea you want students to explore and grapple with?</i>	What does it mean to have a healthy heart? Why is your heart so important? How do intensity levels affect my fitness?	How can I improve my cardiorespiratory endurance? How do different movements affect my step count?	How do motor skills improve my fitness?	What does a safe activity look like? Why is it important to be safe during games? What is a team?
Content <i>What will students know?</i>	Cardiorespiratory Endurance Intensity	Introduction to Circuit Training Pedometers	Locomotor/Non-Locomotor Skills Low Organized Games Team & Individual Sports/Skills: Soccer, Ultimate Football/Frisbee, Jump Rope and Scooters	Classroom Expectations Team Building
Standards	1.3.1 Analyzes components of health-related fitness (Grade 4 GLE)	1.3.1 Analyzes components of health-related fitness (Grade 4 GLE) 4.1.1 Applies daily health and fitness habits. (Grade 4 GLE) 4.2.1 Applies goals for improving health and fitness practices. (Grade 4 GLE)	1.1.1 Applies locomotor, non-locomotor, manipulative, balance, and rhythmic skills in traditional and non-traditional activities that contribute to movement proficiency. (Grade 4 GLE) 1.1.3 Demonstrates mature form in manipulative skills that contribute to movement proficiency. (Grade 2 GLE)	1.2.1 Analyzes safety rules and procedures in a variety of physical activities necessary to maintain a safe-learning environment. (Grade 4 GLE) 3.3.1 Understands necessary social skills to cooperate

<p>Skills/ Activities</p> <p><i>What will students do?</i></p>	<p>Cardiorespiratory Endurance</p> <ul style="list-style-type: none"> • Student Introduction pg. 1.17-1.18 • Vocabulary pg. 1.19 • Healthy Heart 2-5 Minute Run pg. 1.20 & 1.30 • Healthy Heart Relay pg. 1.21 • Risk Factor Four Square pg. 1.31(Grade 4/6) • Oxygen Transport pg. 1.32 (Grade 4/6) <p>Intensity</p> <ul style="list-style-type: none"> • Intensity DVD • Introduction to Intensity Levels (1-5) pg 4.57-4.58 	<p>Introduction to Circuit Training</p> <ul style="list-style-type: none"> • Teacher Introduction pg. 4.4 • Student Introduction pg. 4.5 • Vocabulary pg. 4.6 • Four Corners Circuit I pg. 7 <p>Pedometers</p> <ul style="list-style-type: none"> • Starting with a Pedometer pg. 4.87 • Care for equipment • Step into Fitness Pedometer Challenge pg. 4.88-4.89 	<p>Locomotor/Non-Locomotor Skills: run, skip, gallop, hop, jump, walk, slide, jog, twisting, bending, spatial awareness, stretching, leaping etc.</p> <p>Low Organized Games: The Line Game, Pac Man, Follow the Leader, Movement on Lines, etc.</p> <p>Soccer: dribble, trap, throw-in, drop Kick, etc. (4 Goal Soccer, 3 on 3, Dribble Tag)</p> <p>Ultimate football/Frisbee: throw, catch, kick, dodge, flee, etc. (Keep Away, Throw and Go)</p> <p>Jump Rope: basic fundamentals, Make a Circle, Feed the Alligator,</p> <p> Scooters: Alligators and</p>	<p>Classroom Expectations:</p> <ul style="list-style-type: none"> • R – respect • O – on task • A – always safe • R – responsible • S – safety • O – on task • A – academics • R – responsibility/ respect <p>Team Building:</p> <ul style="list-style-type: none"> • Participation • Combined Effort • Sportsmanship
<p>Assessment</p> <p><i>How will students demonstrate their learning?</i></p>	<p>Teacher Observation</p> <p>Student Assessment pg. 1.22</p> <p>Classroom Discussion pg. 1.22</p> <p>Intensity</p> <p>Student Assessment pg. 1.36-1.37</p>	<p>Teacher Observation</p> <p>Student Assessment pg. 4.93-4.94</p>	<p>Teacher Observation</p> <p>Peer Feedback</p> <p>Self-Reflective Questions</p>	<p>Class discussion</p>
<p>Equipment/ Resources</p>	<p>Five for Life Basic Curriculum</p> <p>Intensity DVD</p>	<p>Five for Life Basic Curriculum</p> <p>Five for Life Circuit Training Kit</p> <p>Bose Speakers</p> <p>Pedometers</p>	<p>Bose Speakers</p> <p>Game specific equipment</p>	<p>PBIS Curriculum</p>

Middle Level Curriculum Map

Timeframe: OCTOBER	Health & Fitness Academic Content: <i>Academic concepts that students will</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Physical activities to teach movement patterns</i>	Social / Emotional / Safety
Essential Questions <i>What questions frame the main theme or idea you want students to explore and grapple with?</i>	What is cardiorespiratory endurance? What is the FITT Principle? How does cardiorespiratory endurance and the FITT Principle work together? What influences the cardiorespiratory	Why should I use a pedometer? How can I use a pedometer to assess and change my activity level?	To what extent is throwing and catching essential to be active in games? Is it important I understand football?	What strategies makes my team more effective?
Content <i>What will students know?</i>	FITT Principle for Cardiorespiratory Endurance	Pedometers (Steps for Life) Fitness Circuits	Team & Individual Sports/Skills: Soccer Texas Football Flicker Ball	Team work Sportsmanship
Standards	<ul style="list-style-type: none"> 1.3.1 Applies the components of health-related fitness. 2.2.1 Understands structure and functions of body systems using medically accurate terminology. 	<ul style="list-style-type: none"> 1.2.1 Understands safety rules and procedures in a variety of physical activities: individual, dual/team, and lifetime activities. 1.3.1 Applies the components of health-related fitness. 	<ul style="list-style-type: none"> 1.1.1 Demonstrates fundamental and complex motor skills that contribute to movement proficiency. 	<ul style="list-style-type: none"> 1.2.1 Understands safety rules and procedures in a variety of physical activities: individual, dual/team, and lifetime

<p>Skills/ Activities</p> <p><i>What will students do?</i></p>	<p>Cardiorespiratory Endurance and the FITT Principle</p> <ul style="list-style-type: none"> • Student introduction pg. 1.42-1.43 • Vocabulary displayed in gym pg. 1.44 • Cardio FITT Pin pg. 1.45-1.46 • FITT Principle Cardiorespiratory Endurance pg. 1.47-1.49 	<p>Pedometers (Steps for Life)</p> <ul style="list-style-type: none"> • Student introduction pg. 4.100 • Starting with a pedometer review pg. 4.102 • Intermediate step into fitness pedometer challenge pg. 4.103-4.104 • Walking Tag pg. 4.105 <p>Fitness Circuits</p> <ul style="list-style-type: none"> • 4 corner no equipment • 4 corner with equipment • Functional equipment introduction – weighted bars, stretch bands 	<p>Texas Football</p> <ul style="list-style-type: none"> • Pass • Catch • Kick • Defending • Offense / Defense • Strategy 	<p>Pass to open teammate, not just friends</p> <p>Encouragement Positive comments</p>
<p>Assessment</p> <p><i>How will students demonstrate their learning?</i></p>	<p>Cardiorespiratory Endurance and the FITT Principle student assessment pg. 1.52-1.53</p> <p>Questionnaire exit slip</p>	<p>Pedometer logs</p> <p>Pedometer Challenge Recording Sheet pg. 4.104</p> <p>Peer observation</p> <p>Teacher observation with guided instruction for fitness circuits</p>	<p>Teacher observation</p>	<p>Teacher observation with individual instruction</p> <p>Student survey method</p>
<p>Equipment/ Resources</p>	<p>Five For Life Intermediate Book</p> <p>Heart rate conversion chart pg. 2.39</p> <p>Heart rate monitors</p>	<p>Five For Life Intermediate Book</p> <p>Five For Life Circuit Training Book</p> <p>Pedometers</p> <p>Health & Fitness Folder district drive</p>		

High School Curriculum Map

Timeframe: Weeks 21-29	Health & Fitness Academic Content: <i>Academic concepts that students will learn</i>	Fitness: <i>Activities that intentionally improve the fitness of students</i>	Motor Skills: <i>Physical activities to teach movement patterns</i>	Social / Emotional / Safety
Essential Questions <i>What questions frame the main theme or idea you want students to explore and grapple with?</i>	Why is cardio respiratory endurance important? How can stress affect your life? How can I improve how my cardio-respiratory systems function?	Can fitness be measured? How can I keep myself fit?	Why do we play? What healthy and skill-related fitness components are needed to play pickleball, floor hockey and/or handball?	What is a good teammate? What is responsibility? What is cooperation? What is trust?
Content <i>What will students know?</i>	Cardio respiratory system for life Stress	Cardio Days Functional Equipment Fitness Center Weight Room Dynamic Warm Ups <u>Locomotor Skills</u> <ul style="list-style-type: none"> - Jogging Technique - Running Technique - Lunge (Directional) - Skipping (Review) - Power Skips - Backward Skips - Single Leg Jumping - Double Leg Jumping - Back Pedal (Directional) <u>Non-Locomotor Skills</u> <ul style="list-style-type: none"> - Weight Transfer – feet to hands 	Floor Hockey <u>Manipulative Skills</u> <ul style="list-style-type: none"> - Striking with implement <u>Combination Skills</u> <ul style="list-style-type: none"> - Striking while moving <u>Complex Skills</u> <ul style="list-style-type: none"> - Striking while moving - Passing while moving - Perform a sequence of skills Team Hand Ball <u>Manipulative Skills</u> <ul style="list-style-type: none"> - Throwing overhand to a moving target <u>Complex Skills</u> <ul style="list-style-type: none"> - Catching/Receiving while moving - Passing while moving - Perform a sequence of skills 	Sportsmanship Teamwork

Standards	<ul style="list-style-type: none"> 1.3.1 Analyzes the components of health-related fitness. 1.3.2 Analyzes the progress of a personal fitness plan. 4.1.1 Analyzes daily health and fitness habits. 4.2.1 Evaluates concepts of a health, fitness and nutrition plan and monitoring system, based on life and employment goals. 	<ul style="list-style-type: none"> 1.1.1 Applies complex motor skills and concepts to activities to enhance a physically active life. 1.2.1 Applies how to perform activities and tasks safely and appropriately. 1.3.1 Analyzes the components of health-related fitness. 	<ul style="list-style-type: none"> 1.1.1 Applies complex motor skills and concepts to activities to enhance a physically active life. 1.2.2 Applies skills and strategies necessary for effective participation in physical activities. 1.4.1 Applies the components of skill-related fitness to physical activity. 	<ul style="list-style-type: none"> 1.2.1 Applies how to perform activities and tasks safely and appropriately. 1.2.2 Applies skills and strategies necessary for effective participation in physical activities.
Skills/ Activities <i>What will students do?</i>	Cardio respiratory system for life <ul style="list-style-type: none"> Cardio-respiratory System for Life Student Introduction (Adv. pg. 3.4-3.5) Oxygen Express (Int 3.58) Cardio FITT Pin (Int 3.56) Cardio Respiratory Relay (Int. 3.55) Stress <ul style="list-style-type: none"> Stress Surveys (KB) 	Cardio Days <ul style="list-style-type: none"> Tours (TBC) Stair Runs (TBC) Mile Run Functional Equipment <ul style="list-style-type: none"> Circuits (TBC) Fitness Center <ul style="list-style-type: none"> Circuits (TBC) Weight Room <ul style="list-style-type: none"> Basic Core Movements (Dave) Form/Technique 	Floor Hockey <ul style="list-style-type: none"> Dribbling Passing & Fielding Shooting at goal Offense/ Defense Terminology Relays/ 3 on 3 Games Team Hand Ball <ul style="list-style-type: none"> Rules /Terminology Strategies Games 	Teamwork <ul style="list-style-type: none"> Positive Comments Include Classmates Participating on Team Incorporate District Positive Character Traits January = Responsibility February =
Assessment <i>How will students demonstrate their learning?</i>	Cardio-respiratory system for Life <ul style="list-style-type: none"> Reflective questions (Int 3.59) Stress <ul style="list-style-type: none"> Stress Surveys (KB) 	<ul style="list-style-type: none"> Teacher Created Cardio Grade Scales Teacher Observation for Functional Equipment Peer Assessment for Form in Fitness Center Dynamic Warm Ups <ul style="list-style-type: none"> Teacher Observation for Dynamic Warm Ups 	Floor Hockey <ul style="list-style-type: none"> Teacher Observation Motor Skill Mastery Rubric Floor Hockey Quiz Team Handball <ul style="list-style-type: none"> Teacher Observation Motor Skill Mastery Rubric 	Teacher Observations
Equipment/ Resources	Five for Life Advanced/Intermediate Book, Kelly's Book, Wel-Net	Functional Equipment, Weight Room and Fitness Center, Wel-Net	Appropriate Equipment	

Questions? Comments?

Presentation materials available
at www.focusedfitness.org and
on the AAHPERD site.