

TIMEFRAME: September	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	What is fitness? What does it mean to be fit?	Why are fitness measurements important to fitness planning?	Why are motor skills important for participating in games?	What are the benefits of working with a team?
CONTENT	Five components of Fitness (Five For Life Basic (5FL-B) pp.1.1-1.13)	Pre-Fitness Measurements, 5FL-B pp. 4.131-4.142 Pre-Fitness Measurements (protocol from Fitnessgram Manual)	Locomotor Skills: Skip, gallop, slide, grapevine, run, walk, hop, jump, leap Non-Locomotor Skills: Push/Pull Manipulative Skills: Jump Rope, throwing Team Sports: • Cooperative Games Lifetime Activities: Swedish gym / recess safety protocol	Cooperative Games Classroom Protocol Sportsmanship
SKILLS/ ACTIVITIES	Five components of Fitness (Five For Life Basic (5FL-B) pp.1.1-1.13): • Introduction of Five Components of Fitness: o Student introduction (5FL-B) p. 1.4 o Vocabulary and definitions (5FL-B) p. 1.5 • Cardiorespiratory Endurance: o Cardiorespiratory Endurance Activity (5FL-B) p. 1.6 • Muscular Strength and Endurance: o Muscular Strength and Endurance Activity (5FL-B) p. 1.7 • Flexibility: o Flexibility Activity (5FL-B) p. 1.8 o Body Composition: o Body Composition Explanation (5FL-B) p. 1.9	Pre-Fitness Measurements, 5FL-B pp. 4.96-4.109: Pre-Fitness Measurement (protocol from Fitnessgram Manual) • Curl ups pp. 42-44 • PACER pp. 28-32 • Sit and reach pp. 53-55 • Push-ups pp. 48-49 • Trunk Lift pp. 45-47	Locomotor Skills: Skip, gallop, slide, grapevine, run, walk, hop, jump, leap • Skills and Drills: Mirror movements, relays, follow the leader • Low Organized Games: locomotor tag Non-Locomotor Skills: Push/Pull • Fitness Testing – push-ups, cadence curl-ups Manipulative Skills: Jump Rope • Skills and Drills: Warm-ups, fitness stations Throwing • Skills and Drills: throw to target, throw with a partner • Low organized games Team Sports: Cooperative Games Lifetime Activities: Swedish gym / recess safety protocol	Cooperative Games: Classroom Protocol: • Class rules/expectations • Safety procedures Sportsmanship: • Fair Play • Cooperation • Respect of Self and Others
ASSESSMENT	Formative: • Five Components of Fitness reflective questions (5FL-B) pp. 1.6-1.9 Summative: • Five Components of Fitness Pre/Post Assessment (5FL-B) pp. 1.10-1.11	Formative: • Fitnessgram Pre-Fitness Measurements	Formative: • Teacher Observation • Rubric (TBD) – coincide with skills taught	Formative • Reflection – check for understanding
STANDARDS	5.3 The student will describe short- and long-term benefits of engaging in regular physical activity. 5.6 The student will identify and participate regularly in physical activities based on personal	5.4 The student will use personal fitness assessment data to enhance understanding of physical fitness.	5.1 The student will demonstrate proficiency in movement skills and skill combinations in complex movement activities. 5.2 The student will understand and apply	5.5 The student will participate in establishing and maintaining a safe environment for learning physical activities. 5.6 The student will identify and participate