

Unit Title: Fitness

INSTRUCTIONAL UNIT AUTHORS

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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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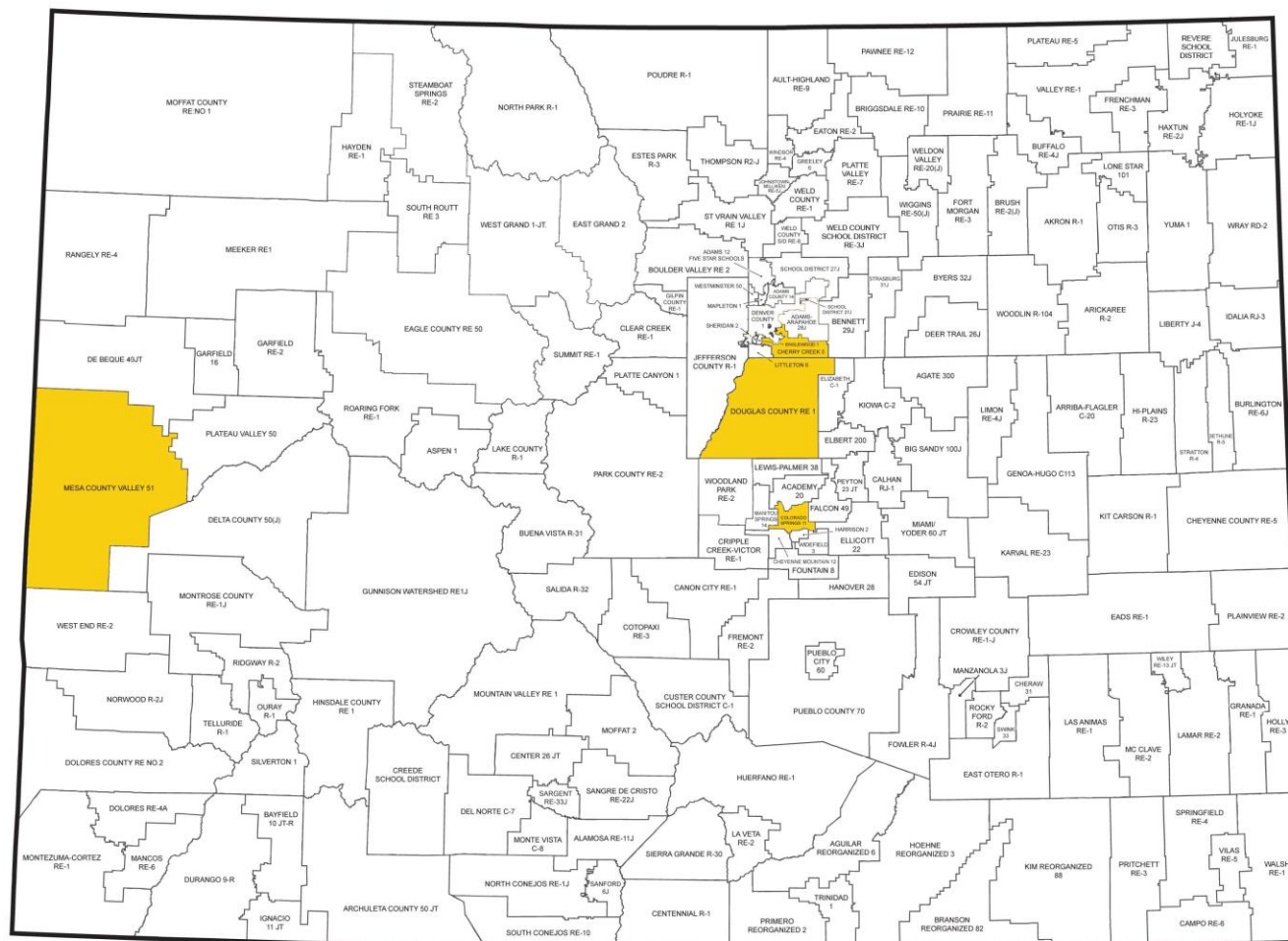
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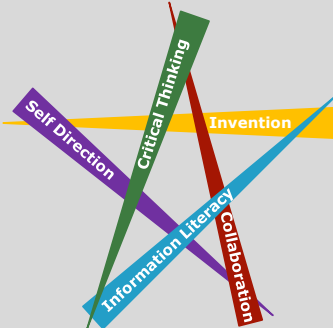
This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Physical Education	Grade Level	3 rd Grade
Course Name/Course Code			

Standard	Grade Level Expectations (GLE)	GLE Code
1. Movement Competence and Understanding	1. Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports	PE09-GR.3-S.1-GLE.1
	2. Perform movements that engage the brain to facilitate learning	PE09-GR.3-S.1-GLE.2
2. Physical and Personal Wellness	1. Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing	PE09-GR.3-S.2-GLE.1
	2. Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues	PE09-GR.3-S.2-GLE.2
3. Emotional and Social Wellness	1. Demonstrate positive social behaviors during class	PE09-GR.3-S.3-GLE.1
4. Prevention and Risk Management	Expectations for this standard are integrated into the other standards at this grade level.	

Colorado 21st Century Skills




Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



Colorado's Comprehensive Health and Physical Education Standards

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Fitness	10 weeks	2

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Fitness		Length of Unit	10 weeks
Focusing Lens(es)	Heart Health	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.3-S.2-GLE.1 PE09-GR.3-S.2-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Do your heart and lungs feel different after you swim than after you run? (PE09-GR.3-S.2-GLE.2-EO.a,c,d,e; IQ.1; RA.1,2,3,4; N.1,2) If entire bodies were made of fat, how would people move? (PE09-GR.3-S.2-GLE.2-EO.b; IQ.2,3; RA.1,5; N.1,2) Which physical activities are the healthiest?? (PE09-GR.3-S.2-GLE.1-EO.d; IQ.1; RA.2,3,5; N.2,4) 			
Unit Strands	Physical and Personal Wellness in Physical Education			
Concepts	Identification; Explanation; Demonstration; Description; Participation; Relationships; Lifelong Fitness			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Participation in physical activity has a direct influence on the relationship between heart rate and physical fitness. (PE09-GR.3-S.2-GLE.2-EO.a,c,d,e; IQ.1; RA.1,2,3,4; N.1,2)	How does participation in physical activity influence heart rate?	Why is raising your heart rate important?
Knowledge of the cardiovascular benefits of lifelong physical fitness activities increases the likelihood that people will engage in these physical activities. (PE09-GR.3-S.2-GLE.1-EO.d; IQ.1; RA.2,3,5; N.2,4)	What is Cardiovascular Fitness?	What type of activities benefit cardiovascular fitness?
The identification and explanation of key fitness concepts contributes to lifelong fitness. (PE09-GR.3-S.2-GLE.2-EO.b; IQ.2,3; RA.1,5; N.1,2)	What are the 5 components of Fitness?	Why would your fitness level change over time?

Colorado Teacher-Authored Sample Instructional Unit

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> Heart health risks. (PE09-GR.3-S.2-GLE.1-EO.g,h,i; IQ.1; RA.1) Heart healthy habits. (PE09-GR.3-S.2-GLE.2-EO.a,b,c,e; IQ.1) Fitness goals. (PE09-GR.3-S.2-GLE.2-EO.d,e) Pacing. (PE09-GR.3-S.2-GLE.1-EO.h) (PE09-GR.3-S.2-GLE.2-EO.c,d,e) Three components of a workout (warm-up, cardiovascular focus, cool-down). (PE09-GR.3-S.2-GLE.2-EO.d) 	<ul style="list-style-type: none"> Demonstrate an understanding of pacing. (PE09-GR.3-S.2-GLE.1-EO.h) Locate and determine heart rate within different activities. (PE09-GR.3-S.2-GLE.1-EO.f) (PE09-GR.3-S.2-GLE.2-EO.d) Identify heart, lungs, muscles and activities that affect them. (PE09-GR.3-S.2-GLE.2-EO.a,b,c,e) Differentiate between heart healthy habits and heart risk factors. (PE09-GR.3-S.2-GLE.1-EO.g,h,i; IQ.1;RA.1) Connect heart healthy habits to fitness goals. (PE09-GR.3-S.2-GLE.2-EO.d,e) Investigate components of the F.I.T.T. Principle. Formulate an understanding of pacing strategies. (PE09-GR.3-S.2-GLE.2-EO.c,d,e) Synthesize their understanding of the three components of a workout. (PE09-GR.3-S.2-GLE.2-EO.d)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>I understand the relationship between cardiovascular fitness and the rest of the body to help maintain and improve my life-long fitness.</i></p>
<p>Academic Vocabulary:</p>	<p>Physical activity, Intensity, Pacing, Temperature, Volume, Work load</p>
<p>Technical Vocabulary:</p>	<p>Well executed movement, F.I.T.T Principle, Cardiovascular exercise, Arteries, Veins, Tobacco, Cholesterol, Risk factors, Healthy habits, Nutrition, Exertion, Breath control, Warm-up, Cool-down, Heart rate, Muscle, Fat, Lungs, Moderate to vigorous exercise, Cardiovascular endurance, Perspiration</p>

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	This unit encompasses a variety of topics related to heart health. The focus is on introducing the students to personal goal setting, pacing, the F.I.T.T. principle, lifestyle habits and their effects on the heart, and cardiovascular fitness. Through heart healthy activities, students will learn lifelong skills such as anatomy of the heart, finding their heart rate, and developing a fitness plan. This unit culminates with students designing a workout to demonstrate in front of a small group of peers.
Considerations:	Considerations would include: <ul style="list-style-type: none"> • Time spent with students (e.g., length of class, number of days a week) • Space • Class size • Equipment • Technology • District requirements • Parental support • Learning Experience #6 requires parental/guardian support
Unit Generalizations	
Key Generalization (s):	Participation in physical activity has a direct influence on the relationship between heart rate and physical fitness
Supporting Generalizations:	Knowledge of the cardiovascular benefits of lifelong physical fitness activities increases the likelihood that people will engage in these physical activities The identification and explanation of key fitness concepts contributes to lifelong fitness

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Participation in physical activity has a direct influence on the relationship between heart rate and physical fitness. Knowledge of the cardiovascular benefits of lifelong physical fitness activities increases the likelihood that people will engage in these physical activities. The identification and explanation of key fitness concepts contributes to lifelong fitness.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a student fitness coach, you will lead your group (3-5 peers) through a sample fitness workout (e.g. a 30 second warm-up, a 2 minute main cardiovascular activity, and a 30 second cool-down). The workout should include a warm-up, cardiovascular component, and cool-down; and it should demonstrate a variety of exercises that fit within each component of the workout. Once a workout is complete, the peers involved in the workout will fill out the Peer Workout Assessment Sheet for their individual fitness coach.
Product/Evidence: (Expected product from students)	Students will perform a sampling of their individual workout with small peer groups. The group members will use a peer assessment sheet to evaluate the elements of the workout. Once all peer assessment forms are completed, then the process will be repeated with a new fitness coach performing their individual workout. The process will continue until every student has had an opportunity to perform. www.scan.me/wcgdq5x (My Personal Workout Peer Assessment)
Differentiation: (Multiple modes for student expression)	Student’s workouts may be video graphed or performed one-on-one with the teacher.

Colorado Teacher-Authored Sample Instructional Unit

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Fitness Education for Children, A Team Approach (Chapter 5)</i>- Stephen J. Virgilio-F.I.T.T. principle (minimal cost) (Lexile range 500-800)</p> <p><i>Physical Education for Lifelong Fitness: The Physical Best Teacher’s Guide (pgs. 78-79)</i>-Champaign, IL: Human Kinetics (Lexile Range 400-1000)</p> <p><i>Physical Activity and Nutrition for Health</i> by Chris Hopper, Bruce Fisher, Kathy D. Munoz (Lexile band 400-1000)</p> <p><i>Eat Well and Keep Moving: An Interdisciplinary Curriculum for Teaching Upper Elementary School Nutrition and Physical Activity</i> by Lilian W.Y. Cheung, Hank Dart, Sari Kalin and Steven L. Gortmaker (Lexile band 630-1000)</p> <p><i>Fitness Education for Children: A Team Approach</i> by Stephen J. Virgilio (Lexile band 500-1000)</p> <p><i>Physical Education Assessment Toolkit</i> by Liz Giles-Brown (Lexile band 500-1000)</p>	<p><i>Looking After Me: Exercise</i> by Liz Gogerly (Lexile band 500)</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/Work like a physically active student consistently evaluating exercises and lifestyle habits that support a healthy heart	Teacher Resources:	http://www.heart.org/HEARTORG/Educator/FortheClassroom/ElementaryLessonPlans/Elementary-Lesson-Plans_UCM_001258_Article.jsp (Heart risk lessons and posters, lots of print out and lessons about the heart)
			Student Resources:	http://kidshealth.org/kid/closet/movies/CSmovie.html#cat20580 (6 min. movie on the heart)
	Skills:	Differentiate between heart healthy habits and heart risk factors	Assessment:	Differentiate between heart healthy habits and heart risk factors. Differentiate between heart healthy habits and heart risk factors.
2.	Description:	Think/Work like a physically active student understands how to develop personal fitness goals	Teacher Resources:	https://www.presidentschallenge.org/tools-resources/docs/getfit.pdf (President Fitness Challenge Booklet)
			Student Resources:	https://www.presidentschallenge.org/tools-resources/docs/getfit.pdf (President Fitness Challenge Booklet) http://kidshealth.org/parent/nutrition_center/staying_fit/fitness_6_12.html (Parent Article about keeping kids fit after school) http://kidshealth.org (Click on “For Kids” and then click on “Staying Healthy,” click on “Keeping Fit and Having Fun” then click on “How We Play”) http://www.kidnetic.com/Kore/Fitness.aspx (Timed Fitness Challenge)
	Skills:	Connect heart healthy habits to fitness goals	Assessment:	Students will write a realistic fitness goal to be placed anonymously in a visible area (e.g. wall, bulletin board).

Colorado Teacher-Authored Sample Instructional Unit

Prior Knowledge and Experiences

The learning experiences build on a presumed student working knowledge of identifying activities that require endurance, muscular strength, healthy food choices to fuel the body, importance of sleep to physical health, and identifying changes in the body during exercise. This unit will continue to introduce and develop understanding of heart healthy habits and the factors related to developing and maintaining a healthy lifestyle through exercising and personal life choices.

Learning Experience # 1

The teacher may introduce a cardiovascular game (e.g. Cardio tag game) so students can begin to make connections between cardio exercise and heart health risks.

Generalization Connection(s):	Participation in physical activity has a direct influence on the relationship between heart rate and physical fitness Knowledge of the cardiovascular benefits of lifelong physical fitness activities increases the likelihood that people will engage in these physical activities The identification and explanation of key fitness concepts contributes to lifelong fitness	
Teacher Resources:	https://drive.google.com/file/d/0B7PY-mRe9FjtSDJHRE5NdTlnME0/view?usp=sharing (Cardio tag game) http://www.heart.org/HEARTORG/Educator/FortheClassroom/ElementaryLessonPlans/Elementary-Lesson-Plans_UCM_001258_Article.jsp (Heart risk lessons and posters, lots of print out and lessons about the heart)	
Student Resources:	http://kidshealth.org/kid/closet/movies/CSmovie.html#cat20580 (6 min. movie on the heart) http://www.anatomyarcade.com/index.html (Click on circulatory and choose puzzle)	
Assessment:	Students will participate in a cardio tag game(refer to teacher resource) that will help reinforce important ways to keep the heart healthy (e.g., eat healthy foods, move around enough, live tobacco free).	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may be a teacher helper at the designated areas helping other students reflects on how to make heart healthy choices
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may provide additional heart healthy choices that correlate with the health risks mentioned in the game
Critical Content:	<ul style="list-style-type: none"> Heart healthy habits Heart health risks 	
Key Skills:	<ul style="list-style-type: none"> Differentiate between heart healthy habits and heart risk factors. 	
Critical Language:	Cardiovascular exercise, Arteries, Veins, Cholesterol, Nutrition, Risk factors, Healthy habits, Physical activity, Tobacco	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 2		
The teacher may introduce the F.I.T.T. Principle (Frequency, Intensity, Time, Type) so students can begin to understand each component as it relates to personal fitness.		
Generalization Connection(s):	Participation in physical activity has a direct influence on the relationship between heart rate and physical fitness The identification and explanation of key fitness concepts contributes to lifelong fitness	
Teacher Resources:	http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf (F.I.T.T. Principle) http://www.healthychildren.org/English/healthy-living/fitness/Pages/The-FITT-Plan-for-Physical-Activity.aspx (Informative article about the F.I.T.T. Principle) http://national3.com/m/muscular-strength-and-endurance-fitt-log-w11078.html (F.I.T.T. and Muscular log) http://www.glencoe.com/sites/common_assets/health_fitness/gln_health_fitness_zone/pdf/heart_rate_monitor_activities/flexibility/flexibility_activity_2.pdf (Examples of F.I.T.T principle practices) https://www.presidentschallenge.org/tools-resources/docs/getfit.pdf (President Fitness Challenge Booklet)	
Student Resources:	http://www.peuniverse.com/Videos/detail.cfm?post_id=173 (Video of F.I.T.T Principle) http://www.youtube.com/watch?v=pfK37uWHVcA (Video with examples of each part of the F.I.T.T. principle)	
Assessment:	Students will participate in a short sampling of exercises that relate to the F.I.T.T. principle. At the end of class, students will complete an exit card stating the definition of F.I.T.T. (e.g. Frequency = how often you exercise).	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may modify the exercise as appropriate for student needs. (e.g. upper body movements, leg movements)	Students may video/document a peer performing exercises relating to F.I.T.T. if they are unable to perform the exercises themselves Students may perform modified exercises/stretches
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may demonstrate to the class one exercise/activity that relates to a component of F.I.T.T. Students may develop one exercise for each component of F.I.T.T.
Critical Content:	<ul style="list-style-type: none"> F.I.T.T. Principle 	
Key Skills:	<ul style="list-style-type: none"> Investigate components of the F.I.T.T. Principle 	
Critical Language:	Frequency, Intensity, Time, Type, F.I.T.T. Principle, Work Load, Perspiration, Heart Rate	

Learning Experience # 3		
The teacher may develop a pacer course (refer to teacher resource) so students can understand how pacing strategies (e.g. speed, breath control, exertion) correlate with cardiovascular performance.		

Colorado Teacher-Authored Sample Instructional Unit

Generalization Connection(s):	Participation in physical activity has a direct influence on the relationship between heart rate and physical fitness Knowledge of cardiovascular benefits of lifelong physical fitness activities increases the likelihood that people will engage in physical activities	
Teacher Resources:	http://www.youtube.com/watch?v=Y82jDHRrswc (Fitnessgram 20-Meter PACER test) www.scan.me/6tcpb9g (Cardio Card) http://www.fitday.com/fitness-articles/fitness/cardio/the-pacer-fitness-test.html (Description of pacer test) http://www.nyrr.org/youth-and-schools/running-start/coaching-videos/elementary-school/pacing (Pacing activity) http://www.justrun.org/Getting_Started/training_and_running_tips_for_leaders/supplemental_programs.htm (Tips and lesson ideas for running)	
Student Resources:	www.scan.me/6tcpb9g (Cardio Card)	
Assessment:	After completing the PACER test, students will record their heart rate on a cardio card. Students will then get into small groups, formulate a definition of pacing, write it on an exit card and post it on the learning wall (e.g. bulletin board, sticky wall, and poster).	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may modify the distance of the course	Students with limited mobility may do upper body motions to the beat of the PACER test
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Pacing 	
Key Skills:	<ul style="list-style-type: none"> • Formulate an understanding of pacing strategies 	
Critical Language:	Exertion, Breath Control, Speed, Heart Rate	

Learning Experience # 4		
The teacher may introduce fitness activities that incorporate the heart, lungs and muscles so students can begin to differentiate between cardiovascular vs. muscular activities.		
Generalization Connection(s):	Participation in physical activity has a direct influence on the relationship between heart rate and physical fitness Knowledge of the cardiovascular benefits of lifelong physical fitness activities increases the likelihood that people will engage in these physical activities	
Teacher Resources:	www.scan.me/vkwy3y3 (Cardio and Muscle Card for Assessment) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1709#.VEaYpaPnbDc (Fitness Stations Examples) http://adventuretofitness.com/ (Interactive Fitness Website) http://www.girlshealth.gov/fitness/exercise/musclegroups.html (List of exercises and the muscles they work that can be used for the lesson)	

Colorado Teacher-Authored Sample Instructional Unit

Student Resources:	http://adventuretofitness.com/ (Interactive Fitness Website) http://kidshealth.org/kid/htbw/_bfs_MSactivity.html?tracking=K_RelatedArticle#cat20896 (Muscular System Diagram)	
Assessment:	Students will work with a partner in fitness stations to complete the activity and determine which cardiovascular (e.g. heart, lungs) and muscular systems are being utilized. Students will record their heart rate and what muscles are impacted on a Cardio and Muscle Card at each station.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may modify the exercises as appropriate for student needs. (e.g. upper body movements, leg movements)	Students may video/document a peer performing a variety of fitness activities if they are unable to perform the exercise Students may perform modified exercises/stretches
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may develop a new fitness activity that utilizes different muscle groups Students may demonstrate to the class a new fitness activity and/or muscle group
Critical Content:	<ul style="list-style-type: none"> • Strategies to help them achieve heart healthy habits • Variety of fitness activities • Different muscle groups • Heart health risks • Heart healthy habits 	
Key Skills:	<ul style="list-style-type: none"> • Connect a variety of fitness activities to achieve heart healthy habits • Differentiate between cardiovascular and muscular 	
Critical Language:	Cardiovascular exercise, Healthy habits, Physical activity, Heart rate, Muscles, Work load	

Learning Experience # 5		
The teacher may provide an example of an anaerobic activity and an aerobic activity so students can determine the effects different exercises have on elevating the heart rate.		
Generalization Connection(s):	Participation in physical activity has a direct influence on the relationship between heart rate and physical fitness Knowledge of cardiovascular benefits of lifelong physical fitness activities increases the likelihood that people will engage in physical activities The identification and explanation of key fitness concepts contributes to lifelong fitness	
Teacher Resources:	www.scan.me/6tcpb9g (Cardio Card) www.scan.me/j8gdm8x (T Chart) http://kidshealth.org/parent/nutrition_center/staying_fit/fitness_6_12.html (Parent Article about keeping kids fit after school) www.fitdeck.com (Fit Deck cards for minimal purchase)	

Colorado Teacher-Authored Sample Instructional Unit

Student Resources:	www.fitdeck.com (Fit Deck cards for minimal purchase) http://fit.webmd.com/kids/move/article/exercise-types (Article and list of exercises)	
Assessment:	Students will participate in exercises at various stations. At the end of each station students will locate their pulse to find their heart rate on the carotid artery and one additional location (e.g. wrist, temple) and record it on a cardio card. With a partner, they will: <ul style="list-style-type: none"> • Compare and contrast activities that elevate their heart rate • Analyze your results from your cardio card • Write a sentence explaining the connection between your heart rate and a specific activity using your T-Chart 	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may modify the exercises as appropriate for student needs. (e.g. upper body movements, leg movements)	Students may perform modified exercises/stretchers and complete the remainder of the assessment If a student is unable to perform the task, they may observe a peer performing the different fitness activities: <ul style="list-style-type: none"> • Record the peer’s pulse on the cardio card • Draw conclusions about the effects the various activities had on the peer’s heart rate
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide cardio cards	Students may create a fitness plan outside of school Students may continue goals and cardio cards throughout the school year
Critical Content:	<ul style="list-style-type: none"> • Fitness goals • Heart health risks • Heart healthy habits 	
Key Skills:	<ul style="list-style-type: none"> • Create fitness plan • Connect a variety of fitness activities to achieve heart healthy habits 	
Critical Language:	Anaerobic, Aerobic, Cardiovascular exercise, Carotid artery, Heart rate	

Learning Experience # 6	
The teacher may introduce a sample workout that incorporates three main components (warm-up, cardiovascular focus, and cool-down) so students can analyze the qualities of an effective workout.	
Generalization Connection(s):	Participation in physical activity has a direct influence on relationship between the heart rate and physical fitness Knowledge of the cardiovascular benefits of lifelong physical fitness activities increase the likelihood that people will engage in these physical activities The identification and explanation of key concepts contributes to lifelong fitness

Colorado Teacher-Authored Sample Instructional Unit

Teacher Resources:	www.scan.me/2psw5s7 (Sample lesson plan/workout format)	
Student Resources:	http://kidshealth.org (Click on “For Kids” and then click on “Staying Healthy,” click on “Keeping Fit and Having Fun” then click on “How We Play”) http://www.kidnetic.com/Kore/Fitness.aspx (Timed Fitness Challenge)	
Assessment:	Students will design their own workout in class which will be performed at home. If an individual student completes their work out three times during a week, and has their parents initial their paper to verify their satisfactory performance, they can return their form to be added to the “Workout Wall of Fame” (e.g. Bulletin Board or poster).	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may modify the frequency of workouts for physically challenged students	Students may modify the duration /skill of the cardiovascular focus
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may increase the frequency of the workouts during the week
Critical Content:	<ul style="list-style-type: none"> • Three components of a workout (warm-up, cardiovascular focus, and cool-down) 	
Key Skills:	<ul style="list-style-type: none"> • Synthesize their understanding of the three components of a workout 	
Critical Language:	Warm-up, Cardiovascular, Cool-down	