

Unit Title: Health Related Components of Fitness

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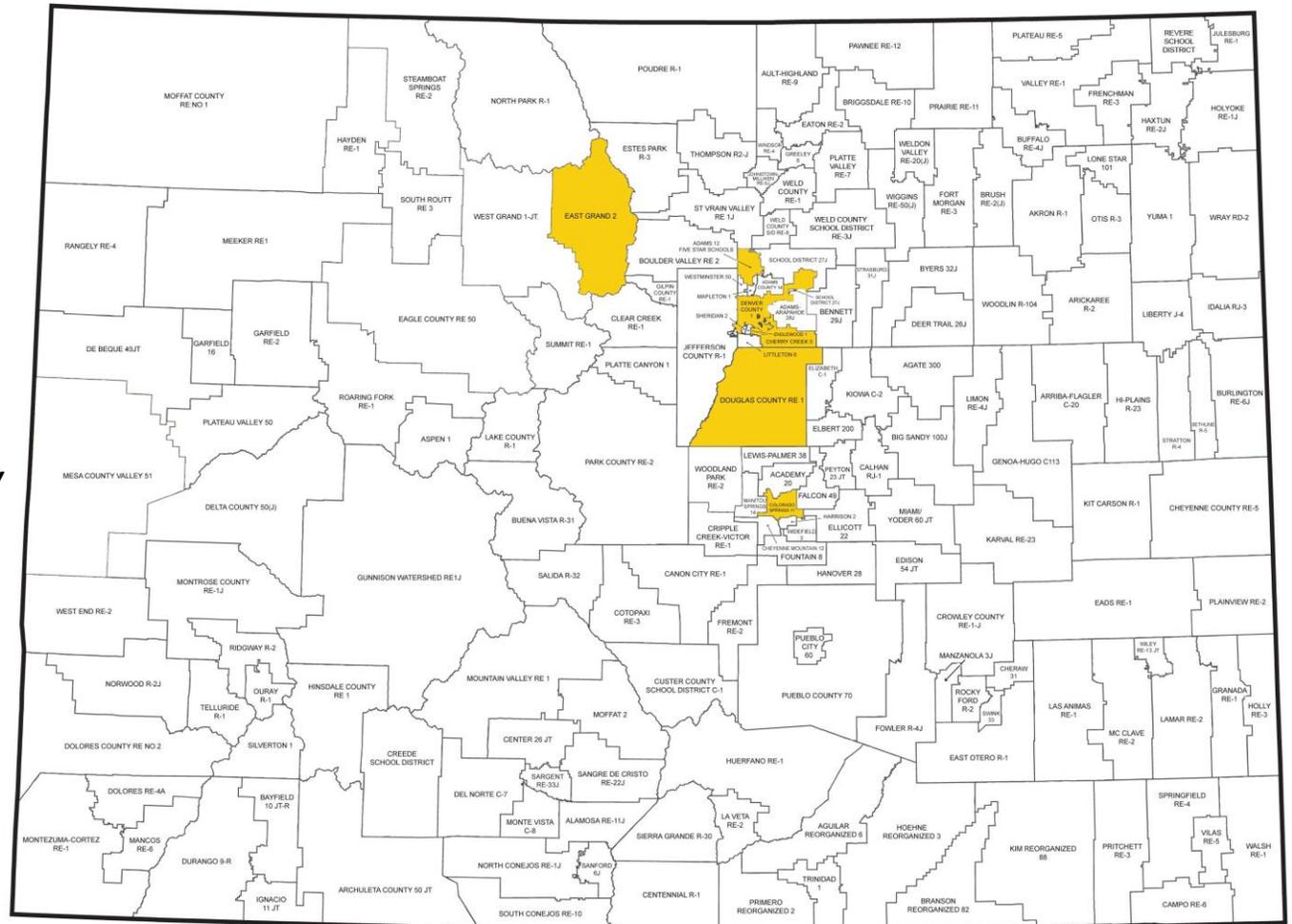
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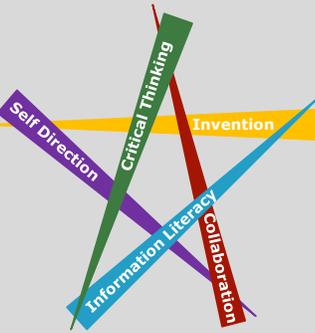
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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support 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	4 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement Competence and Understanding	1. Identify the major characteristics of mature locomotor, nonlocomotor, manipulative, and rhythmic skills	PE09-GR.4-S.1-GLE.1	
	2. Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills	PE09-GR.4-S.1-GLE.2	
2. Physical and Personal Wellness	1. Explain how the health-related components of fitness affect performance when participating in physical activity	PE09-GR.4-S.2-GLE.1	
	2. Recognize the relationship between healthy nutrition and exercise	PE09-GR.4-S.2-GLE.2	
	3. Recognize the benefits derived from regular, moderate, and vigorous physical activity	PE09-GR.4-S.2-GLE.3	
3. Emotional and Social Wellness	Expectations for this standard are integrated into the other standards at this grade level.		
4. Prevention and Risk Management	1. Identify and describe the benefits, risks, and safety factors associated with regular participation in physical activity	PE09-GR.4-S.4-GLE.1	
<div data-bbox="100 690 1003 1112"> <p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p> </div>		<div data-bbox="1018 673 2005 1112">  </div>	
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence	
Health Related Components of Fitness	10 weeks	1	

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Unit Title	Health Related Components of Fitness		Length of Unit	10 weeks
Focusing Lens(es)	Fitness	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.4-S.1-GLE.1 PE09-GR.4-S.1-GLE.2 PE09-GR.4-S.4-GLE.1 PE09-GR.4-S.2-GLE.2 PE09-GR.4-S.2-GLE.3 PE09-GR.4-S.2-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How would you go about improving your physical fitness? (PE09-GR.4-S.2-GLE.3-EO.a,b; IQ.4; RA.1; N.2) • What's the difference between the overload principle and "no pain, no gain?" (PE09-GR.4-S.2-GLE.1-EO.a,d; IQ.1; RA.5; N.1,3) • Do different types of physical activities produce different results? (PE09-GR.4-S.2-GLE.1-EO.b,d; IQ.2; RA.4,5) 			
Unit Strands	Physical and Personal Wellness in Physical Education Movement Competence and Understanding Prevention and Risk Management in Physical Education			
Concepts	Demonstration; Comparison; Explanation; Measurement; Identification; Description; Documentation; Assessing; Recognition; Development; Analysis; Body Functions			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Documentation and comparison of personal performance results provides streamlined analysis of personal growth to promote lifelong fitness. (PE09-GR.4-S.2-GLE.3-EO.a,b; IQ.4; RA.1; N.2)	What is the F.I.T.T principle?	Why is goal setting important? What is the role of fitness testing in overall wellness? Why would you want to change the results of your physical assessment?
Documentation and analysis of factors that influence fitness will establish an understanding of how the body functions. (PE09-GR.4-S.2-GLE.3-EO.a,b; IQ.4; RA.1; N.2)	How do you find your heart rate?	Why is water intake important? If you left home without your water bottle, how would that impact your choice of physical activity?
Recognition and demonstration of movements and activities enhances the ability to assess and analyze health related physical fitness. (PE09-GR.4-S.2-GLE.1-EO.b,d; IQ.2; RA.4,5)	What are the primary components of fitness?	What are some activities that improve fitness? How does physical fitness impact successful participation of a variety of activities?

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Components of fitness (PE09-GR.4-S.2-GLE.1-EO.c) • Healthy heart rate and adequate water intake. (PE09-GR.4-S.2-GLE.1-EO.b) (PE09-GR.4-S.2-GLE.2-EO.a) • Personal performance fitness goals .(PE09-GR.4-S.2-GLE.3-EO.b) • Health related component of fitness and their importance to overall health. (PE09-GR.4-S.2-GLE.1-EO.b) (PE09-GR.4-S.2-GLE.3-.a) (PE09-GR.4-S.2-GLE.2-EO.b) • The F.I.T.T. principle. (PE09-GR.4-S.2-GLE.1-EO.a) • Proper form to be used when lifting heavy objects. (PE09-GR.4-S.4-GLE.1-EO.b) 	<ul style="list-style-type: none"> • Demonstrate an activity for each component of fitness. (PE09-GR.4-S.2-GLE.1-EO.c) • Record heart rate and water intake. (PE09-GR.4-S.2-GLE.1-EO.b) (PE09-GR.4-S.2-GLE.2-EO.a) • How to compare personal performance fitness goals.(PE09-GR.4-S.2-GLE.3-EO.b) • Identify the health related component of fitness and their importance to overall health. (PE09-GR.4-S.2-GLE.1-EO.b) (PE09-GR.4-S.2-GLE.3-.a) (PE09-GR.4-S.2-GLE.2-EO.b) • Explain the F.I.T.T. principle. (PE09-GR.4-S.2-GLE.1-EO.a) • Identify the proper form to lift heavy objects. (PE09-GR.4-S.4-GLE.1-EO.b)

<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>Improvement of personal fitness is developed through an understanding of health related fitness concepts that will promote life-long wellness.</i></p>
<p>Academic Vocabulary:</p>	<p>Measurement, Comparison, Physical Activity, Fitness, Demonstrate, describe,</p>
<p>Technical Vocabulary:</p>	<p>Cardiovascular Endurance, Fitness, Muscular Endurance, Muscular Strength, Flexibility, Body Composition, Speed, Agility, Power</p>

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Unit Description:	This unit advances understanding and application of the 5 components of health related fitness as it impacts a student’s daily health and wellness. The focus is on developing skills to measure initial personal fitness levels and creating personal fitness goals based on analysis of the health related components, the FITT principle, nutritional choices and overall wellness. This unit culminates with students presenting healthy recommendations when faced with a fitness or nutritional challenge.
Considerations:	As fellow teachers, we understand that food, nutrition and fitness can be a challenging aspect to teach in physical education. With that said, please consider the following: <ul style="list-style-type: none"> • District requirements • Economic Status of families • Equipment resources • Administrative support • Cultural considerations Additional considerations may include: <ul style="list-style-type: none"> • Time spent with students (e.g. length of class, # of days a week) • Part time teacher vs. full time teacher • Available space
Unit Generalizations	
Key Generalization (s):	Documentation and analysis of factors that influence fitness will establish an understanding of how the body functions Documentation and comparison of personal performance results provides streamlined analysis of personal growth to promote lifelong fitness
Supporting Generalizations:	Recognition and demonstration of movements and activities enhances the ability to assess and analyze health related physical 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.)	Documentation and analysis of factors that influence fitness will establish an understanding of how the body functions Documentation and comparison of personal performance results provides streamlined analysis of personal growth to promote lifelong fitness
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a group of student fitness trainers, you have been asked to address specific fitness and nutrition questions for an interview with a youth magazine. You will choose one of the following fitness questions and one of the following nutrition questions: FITNESS <ol style="list-style-type: none"> 1. How do I train to run an entire race? 2. How do I prevent getting so tired in my soccer practice? 3. What can I do before and after an activity to prevent a muscle strain? 4. How may I reach my push up goal? NUTRITION <ol style="list-style-type: none"> 1. What type of snack should I eat before a practice/ game? 2. In the lunchroom, what are some healthy options to fuel my body for activity? 3. How much water should I drink on a daily basis? 4. When should I consume a sports drink to replenish my body?

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	You will create a presentation that answers your fitness and nutrition questions. Your presentation will include advice for home and at school. It will identify the fitness component and include an example of goal setting and healthy snack/meal choices.
Product/Evidence: (Expected product from students)	Student will create a presentation in a form of video, poster, YouTube video, flyer or a school-wide morning announcement/video. Presentation will include two instructional fitness recommendations (e.g. select apple instead of candy bar as a snack, ride your bike 3 times a week for at least 30 minutes, play an active game at recess). Students will conclude with a personal reflection on how they will use their learning experience to make healthy personal choices.
Differentiation: (Multiple modes for student expression)	<ul style="list-style-type: none"> • The presentation may be in the form of video, poster, YouTube channel, flyer or a school-wide morning announcement/video. • The teacher may select student groups and specific questions. • Students may present one on one to the teacher.

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<i>Physical Best Activity_Guide</i> by Lori Borsdorf and Boyd Boeyink	

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like a fitness trainer: Goal-Setting	Teacher Resources:	http://healthyliving.azcentral.com/examples-shortterm-fitness-goals-1271.html (Goal setting for physical fitness) http://www.humankinetics.com/excerpts/excerpts/Motivational-PE-helps-students-set-achievable-goals--The-Physical-Best-Program-NASPE (Motivational PE" helps students set achievable goals)
			Student Resources:	http://healthyliving.azcentral.com/examples-shortterm-fitness-goals-1271.html (Goal setting for physical fitness)
	Skills:	How to compare personal performance fitness goals	Assessment:	Students write a goal based on one of the health related fitness components to be anonymously placed on a word wall (goal wall) in gymnasium.
2.	Description:	Think/work like a fitness trainer: Understand 5 Components of health-related fitness	Teacher Resources:	http://www.health-lesson-plans-teacher.com/healthrelatedfitness.html (Health-related components of fitness)
			Student Resources:	http://pecentral.com/bulletinboard/ViewBulletinBoard.asp?ID=1944 (5 health components of fitness board example)
	Skills:	Identify the health related components of fitness and their importance to overall health	Assessment:	http://quizlet.com/19543709/five-components-of-health-related-fitness-flash-cards/ (Flash cards 5 components of health related fitness)

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3.	Description:	Think/work like a fitness trainer: Making healthy choices	Teacher Resources:	http://www.personal-nutrition-guide.com/food-diary-template.html (Food diary templates)
			Student Resources:	http://www.personal-nutrition-guide.com/food-diary-template.html (Food diary templates)
	Skills:	Identify healthy choices for meals and snacks that help to improve physical performance	Assessment:	Students will differentiate between nutritionally healthy versus unhealthy snacks for a week. (Fresh fruits vs. fruit snacks, apples vs. potato chips) Create a snack log for the week. https://www.google.com/search?q=blank+calendar&biw=1093&bih=514&tbm=isch&tbo=u&source=univ&sa=X&ei=9-VcVLy5MsGBygSqpYHQBA&ved=0CCcQsAQ#tbn=isch&q=blank+weekly+calendar+template&facrc=&imgdii=&imgrc=8tEK_7kneDw4NM%253A%3BievIKMf5C7ChiM%3Bhttp%253A%252F%252Fwww.blankcalendar.org%252Fweekly_calendars%252Fweekly_calendar_02.jpg%3Bhttp%253A%252F%252Fwww.blankcalendar.org%252Fweekly_calendars.htm%3B1008%3B756 (Blank weekly calendar)

Prior Knowledge and Experiences

The learning experiences build upon a presumed student working knowledge of nutrition, health and fitness such as (e.g. heart rate principles, body adapting to workload, moderate to vigorous physical activity, cardiovascular endurance and nutritional choices to fuel the body). However, not all students may have the same nutritional choices and/or fitness opportunities at home. This unit will continue to introduce and develop skills to measure initial personal fitness levels and create personal fitness goals based on analysis of the health related fitness components, the FITT principle, nutritional choices and overall health.

Learning Experience # 1		
The teacher may review the F.I.T.T. principle so students can begin assessing personal fitness activity levels.		
Generalization Connection(s):	Documentation and analysis of factors that influence fitness will establish an understanding of how the body functions	
Teacher Resources:	<i>Physical Best Activity Guide</i> by Laura Borsdorf & Lois Boeyink (Page 13 - Figure 2.1 Building Physical Fitness) http://www.docstoc.com/docs/23541662/FITT-Principles-Chart (FITT Principle Chart)	
Student Resources:	http://www.docstoc.com/docs/23541662/FITT-Principles-Chart (FITT Principle Chart) http://www.healthykids.nsw.gov.au/downloads/file/kidsteens/HealthyKidsActivityDiary.pdf (PDF Activity Diary)	
Assessment:	Students will complete a one week take-home activity diary (refer to student resources) to record and evaluate their activity level based on their FITT principle.	
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)
	Teacher may provide additional time	Students may verbally provide information about their weekly physical activity to the teacher

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may provide a presentation to their peers about their personal activity diary
Critical Content:	<ul style="list-style-type: none"> FITT principle 	
Key Skills:	<ul style="list-style-type: none"> Explain the FITT principle Identify the health related component of fitness and their importance to overall health 	
Critical Language:	Fitness, Cardiovascular Endurance, Muscular Endurance, Muscular Strength, Flexibility, Body Composition, Physical Activity, Frequency, Intensity, Time, Type	

Learning Experience # 2		
The teacher may introduce the safety protocol for fitness activities so students can comprehend safe participation and injury avoidance behaviors for physical activities.		
Generalization Connection(s):	Documentation and comparison of personal performance results provides streamlined analysis of personal growth to promote lifelong fitness	
Teacher Resources:	https://www.google.com/search?q=Dynamic+vs.+static+stretches+for+kids&biw=1093&bih=514&tbm=isch&tbo=u&source=univ&sa=X&ei=gupcVOK8F4GtyATC34D4Cg&ved=0CC8QsAQ (Images of dynamic vs. static stretches for kids) http://www.ideafit.com/fitness-library/strength-training-kids (Strength training for kids) http://www.livestrong.com/article/447245-what-is-the-major-difference-between-static-dynamic-stretching/ (What Is the Major Difference Between Static & Dynamic Stretching?) http://www.nba.com/media/nbafit/medicine_ball_training.pdf (Medicine ball training for kids)	
Student Resources:	https://www.google.com/search?q=Dynamic+vs.+static+stretches+for+kids&biw=1093&bih=514&tbm=isch&tbo=u&source=univ&sa=X&ei=gupcVOK8F4GtyATC34D4Cg&ved=0CC8QsAQ (Images of dynamic vs. static stretches for kids) http://www.nba.com/media/nbafit/medicine_ball_training.pdf (Medicine ball training for kids)	
Assessment:	Students will demonstrate proper dynamic and static stretching and demonstrate correct form for lifting heavy objects (e.g., Stretch bands, varied sizes of medicine balls).	
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 provide multiple visual aids, teacher prompts and a variety of stretches per muscle group. http://www.nba.com/media/nbafit/medicine_ball_training.pdf (Medicine ball training for kids) https://www.google.com/search?q=Dynamic+vs.+static+stretches+for+kids&biw=1093&bih=514&tbm=isch&tbo=u&source=univ&sa=X&ei=gupcVOK8F4GtyATC34D4Cg&ved=0CC8QsAQ (Images of dynamic vs. static stretches for kids)	Students may use additional visual aids that illustrate proper stretching alignment and lifting techniques

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may work with a peer to provide support while performing proper stretching and lifting techniques
Critical Content:	<ul style="list-style-type: none"> • Proper lifting form • Correct body alignment • Static stretches vs. Dynamic stretches 	
Key Skills:	<ul style="list-style-type: none"> • Identify the proper form to lift heavy objects • Identify the importance of correct body alignment for performing lower body stretches 	
Critical Language:	Demonstrate, Comparison, Static Stretching, Dynamic Stretching, Lifting, Alignment, Form, Safety, Fitness, Warm-up, Cool-Down	

Learning Experience # 3

The teacher may introduce the 5 Health components of fitness so students can begin applying the components and drawing conclusions about their personal fitness.

Generalization Connection(s):	Documentation and analysis of factors that influence fitness will establish an understanding of how the body functions
Teacher Resources:	<p>http://www.health-lesson-plans-teacher.com/healthrelatedfitness.html (Health-related components of fitness)</p> <p>http://lovepe.me/2013/11/13/5-components-of-health-related-fitness-tag/ (5 Health Components of Fitness Tag)</p> <p>http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=674#.U77liPldW1g (Obstacle Course)</p> <p>http://www.ncpublicschools.org/docs/acre/standards/support-tools/organizers/health/pe-5.pdf (Sample lesson teaching 5 components of HRF using Graphic Organizer)</p> <p>http://www.shapeamerica.org/grants/ing/upload/5-Way-Fitness-2014.pdf (Sample lesson plan for teaching HRF)</p> <p>http://pecentral.com/bulletinboard/ViewBulletinBoard.asp?ID=1944 (5 health components of fitness board example)</p> <p>http://sportsmedicine.about.com/od/training/a/Ex-Science.htm (Training principles)</p> <p>http://www.teachpe.com/fitness/skill.php (Skill related fitness components)</p> <p>http://www.cde.ca.gov/ta/tg/pf/documents/pft1314pfscharts.pdf (Fitness gram healthy fitness zone chart)</p> <p>http://quizlet.com/19543709/five-components-of-health-related-fitness-flash-cards/ (Flash cards 5 components of health related fitness)</p> <p>https://www.google.com/search?q=Tcharts&biw=1093&bih=514&tbm=isch&tbo=u&source=univ&sa=X&ei=Cu9cVL_6A9X_yQSpMYDgAw&ved=0CB0QsAQ (Examples of T-charts)</p>
Student Resources:	<p>http://www.cde.ca.gov/ta/tg/pf/documents/pft1314pfscharts.pdf (Fitness gram healthy fitness zone chart)</p> <p>http://quizlet.com/19543709/five-components-of-health-related-fitness-flash-cards/ (Flash cards 5 components of health related fitness)</p> <p>http://www.teachpe.com/fitness/skill.php (Skill related fitness components)</p> <p>https://www.google.com/search?q=Tcharts&biw=1093&bih=514&tbm=isch&tbo=u&source=univ&sa=X&ei=Cu9cVL_6A9X_yQSpMYDgAw&ved=0CB0QsAQ (Examples of T-charts)</p>

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Assessment:	The students will use a T-chart to connect physical activities with corresponding health related fitness components (e.g. Obstacle course, stations, tag game)	
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 provide one-on-one check for understanding, physical demonstrations and/or modified activities	Students may work with a partner to complete the physical activity stations and the T-chart
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide varying levels of physical difficulty at each station/activity	Students may create their own physical activity station
Critical Content:	<ul style="list-style-type: none"> • 5 Health-related components of fitness 	
Key Skills:	<ul style="list-style-type: none"> • Identify the health related component of fitness and their importance to overall health 	
Critical Language:	5 components of Health Related Fitness, Obstacle Course, Stations, Cardiovascular Endurance, Muscular endurance, Muscular strength, Flexibility, Body composition	

Learning Experience # 4		
The teacher may administer fitness testing (refer to teacher resources) so students can establish personal fitness goals based on healthy fitness zone results.		
Generalization Connection(s):	Documentation and comparison of personal performance results provide streamlined analysis of personal growth to promote lifelong fitness	
Teacher Resources:	http://www.cde.ca.gov/ta/tg/pf/documents/pft1314pfscharts.pdf (Fitness gram healthy fitness zone chart) http://www.shapeamerica.org/advocacy/positionstatements/pe/loader.cfm?csModule=security/getfile&pageid=4649 (Appropriate use of fitness testing Shape America) http://www.peuniverse.com/Videos/detail.cfm?post_id=1297 (Goal setting video) http://www.ahealthiermichigan.org/2011/01/12/how-to-get-smart-about-goal-setting/ (Setting SMART goals) http://www.pecentral.org/assessment/goalsetting/fitnessgramgoalsetting4th.pdf (4th grade goal sheet for fitness testing)	
Student Resources:	http://teachertakers.blogspot.com/2013/07/smart-goals-for-data-folders.html (S.M.A.R.T Goal graphic) http://www.pecentral.org/assessment/goalsetting/fitnessgramgoalsetting4th.pdf (4th grade goal sheet for fitness testing)	
Assessment:	Students will create three fitness goals (e.g. S.M.A.R.T goals) and complete the goal sheet for fitness testing. http://www.pecentral.org/assessment/goalsetting/fitnessgramgoalsetting4th.pdf (4th grade goal sheet for fitness testing)	
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 do verbal checks for understanding The teacher may provide a scribe The teacher may allow extra time	Students may verbally express their SMART goals to the teacher

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may peer teach the goal setting process
Critical Content:	<ul style="list-style-type: none"> • SMART Goals • Fitness Testing 	
Key Skills:	<ul style="list-style-type: none"> • Develop personal fitness goals 	
Critical Language:	SMART (Specific, Measurable, Attainable, Relevant, Timely) 5 HRF (Muscular Strength, Muscular Endurance, Flexibility, Cardiorespiratory , Body Composition) Goals, Reflection, Fitness Testing, progress	

Learning Experience # 5

The teacher may return to the FITT principle so students can connect the aspects of the principle to improving activity levels.

Generalization Connection(s):	Recognition and demonstration of movements and activities enhances the ability to assess and analyze health related physical fitness	
Teacher Resources:	http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf (FITT Principle) http://vgutier3.weebly.com/kids-activity-pyramid.html (FITT Activity Pyramid) http://www.betterlifeunlimited.com/files/kidshealth/Move%20And%20Groove%20As%20You%20Eat%20To%20Win.pdf (Lesson plan for activity pyramid)	
Student Resources:	http://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/ (NASPE teacher toolkit monthly home activity guide) <i>PhysicalBestActivityGuide</i> by Lori Borsdorf and Boyd Boeyink (Activity Log page 57) http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf (Word web template)	
Assessment:	Students will design a word web with the 4 major fitness factors: (FITT guidelines, Health-related components, Basic training principals and Skill-related components) and make two personal connections to each of these fitness factors. http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf (Word web)	
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 pre-fill forms	Students may work with a partner to complete a word web
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may present their completed word web to peers
Critical Content:	<ul style="list-style-type: none"> • F.I.T.T Principle • Activity Log 	
Key Skills:	<ul style="list-style-type: none"> • Explain the F.I.T.T. principle 	

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Critical Language:	FITT (Frequency, Intensity, Time, Type), Overload, Progression, Specificity, Heart rate, Target heart rate, Moderate, Vigorous
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Learning Experience # 6		
The teacher may provide examples of healthy snacks, meals and appropriate water intake so students can determine nutritional fuel for optimal health and performance.		
Generalization Connection(s):	Recognition and demonstration of movements and activities enhances the ability to assess and analyze health related physical fitness	
Teacher Resources:	http://www.enchantedlearning.com/graphicorganizers/tchart/ (T-Chart with “Healthy Foods” on one side and “Unhealthy Foods” on the other side) http://www.shutterstock.com/cat.mhtml?searchterm=healthy+food&search_group=&lang=en&search_source=search_form (Healthy food images) http://www.shutterstock.com/cat.mhtml?searchterm=unhealthy+foods&search_group=&lang=en&search_source=search_form (Unhealthy food images)	
Student Resources:	http://www.kidsfoodjournal.com/students.html (Children’s online food and activity tracker) http://kidshealth.org/kid/stay_healthy/food/fitness_nutrition_center.html?tracking=K_RelatedArticle (Children’s website with nutrition and physical activities) http://kidshealth.org/kid/closet/games/game_nutrition.html#cat122 (Mission Nutrition Game) http://www.nourishinteractive.com/nutrition-education-printables/403-myplate-printouts-healthy-foods-eight-tips-8 (Children’s MyPlate Resource -Eating Once in A while Foods handout)	
Assessment:	Students will log their food intake for an entire day and use a t-chart (refer to teacher resources) to classify their results as healthy vs. unhealthy. http://www.nourishinteractive.com/nutrition-education-printables/217-children-family-healthy-goals-agreement-balanced-meal (Healthy Food Goals Agreement) http://www.nourishinteractive.com/nutrition-education-printables/237-children-family-healthy-goals-meal-planning-food-diaries (Daily food intake tracking sheet for use with Healthy Food Goals Agreement)	
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 work with a peer to discuss their daily intake choices
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.myfitnesspal.com (Food and fitness tracking website)	Student may track their food and fitness on a website http://www.myfitnesspal.com (Food and fitness tracking website)
Critical Content:	<ul style="list-style-type: none"> • Healthy Choices • Nutrition • Hydration & Dehydration 	

Colorado Teacher-Authored Sample Instructional Unit

Key Skills:	<ul style="list-style-type: none"> Record water intake Identify healthy choices for meals and snacks that help to improve physical performance
Critical Language:	Nutrition, Water, Hydration, Healthy Choices, Fuel your body, MyPlate, Dehydration

Learning Experience # 7

The teacher may model fitness challenges so students can begin applying knowledge of a variety of fitness concepts (e.g. cardio, flexibility, endurance, strength etc.)

Generalization Connection(s):	Recognition and demonstration of movements and activities enhances the ability to assess and analyze health related physical fitness Documentation and analysis of factors that influence fitness will establish an understanding of how the body functions
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Teacher Resources:	http://www.teachsecondary.com/outdoor-learning/view/lesson-plan-ks3-4-pe-leadership-and-differentiation-with-circuit-training (Setting up student led stations) http://www.edu.gov.mb.ca/k12/cur/physhlth/foundation/5-8/6-fitness.pdf (Sample lesson plan where students create fitness stations based on 5 components of HRF) https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf (Journal)
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Student Resources:	http://www.getswatty.com/ (Free student physical activity and nutrition website with fun challenges, information and activities) http://www.nasa.gov/audience/foreducators/trainlikeanastronaut/home/index.html (NASA fun interactive student website to “train like an astronaut, includes strengthening HRF components in addition to dexterity, balance... also has educator resources) http://www.teachsecondary.com/outdoor-learning/view/lesson-plan-ks3-4-pe-leadership-and-differentiation-with-circuit-training (Setting up student led stations) http://www.edu.gov.mb.ca/k12/cur/physhlth/foundation/5-8/6-fitness.pdf (Sample lesson plan where students create fitness stations based on 5 components of HRF) https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf (Journal)
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Assessment:	Students will work with a partner to develop a fitness station using an exercise that supports the development and improvement of a fitness area (e.g. cardio, flexibility, endurance, strength etc.). Students will move through each station to practice the fitness stations and journal notes of two exercises they can use for the improvement of their own fitness goals. https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf (Journal)
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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 use a scribe Students may report answers verbally Students may draw pictures of activities
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may write one fitness goal in each fitness area (cardio, flexibility, endurance, strength) i.e. exit slip

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none">• 5 Components of Health Related Fitness• Nutrition and Hydration• Goal Setting• F.I.T.T. Principle• Fitness Safety
Key Skills:	<ul style="list-style-type: none">• Demonstrate an activity for each component of fitness• How to compare personal performance fitness goals• Identify the health related component of fitness and their importance to overall health• Explain the F.I.T.T. principle• Identify the proper form to lift heavy objects
Critical Language:	FITT Principle, Cardiorespiratory Endurance, Muscle Strength, Muscle Endurance, Flexibility, Body Composition, Nutrition, Progression, Specificity, Safety, Fitness Testing