

<p>TimeFrame: August/September</p>	<p>Health & Fitness Academic Content <i>Academic Concepts that students will learn</i></p>	<p>Fitness <i>Activities that intentionally improve the fitness of students</i></p>	<p>Motor Skills <i>Physical activities to teach improvement</i></p>	<p>Social, Emotional, & Safety</p>
<p>STANDARDS/ BENCH MARKS</p>	<p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>1A: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p> <p>1B: Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>1A: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p> <p>1B: Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p>Standard 1: A physically literate individual demonstrates competency in a variety of motor skills and movement patterns</p> <p>1A: Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p> <p>1B: Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p> <p>Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>1A: Apply tactical concepts and performance principles in game-like settings.</p> <p>1B: Demonstrates knowledge of critical elements and biomechanical principles for specialized skills.</p>	<p>Standard 4: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.</p> <p>1A: develop and apply rules, safe practices and procedures in physical activity settings.</p> <p>1B: Communicates effectively with others to promote respect and conflict resolution in physical activity settings.</p> <p>Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self expression and/or social interaction.</p> <p>1A: Makes a connection between participation in physical activity and physical, emotional and intellectual health.</p> <p>1B: Discusses the positive impact physical activity has on his or her life.</p>

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ASSESSMENT	Options for Assessment: <ul style="list-style-type: none"> ● Vocabulary Review ● Five for Life 	Fitnessgram Pre-Test Fitness Testing: <ul style="list-style-type: none"> ● Shoulder Walk ● Agility Jump ● Jump Rope ● Shuttle Run ● 2 Minute Run ODE Assessments Fitness Stations ODE Assessments: <ul style="list-style-type: none"> ● Observe students performing locomotor skills. ● Observe students performing at different levels, space, distance, effort, speed, etc. ● Complete Physical Activity Drawing ● Observe students practicing safety, self-direction, cooperation, respecting others, and resolving conflict. ● Assess students performing locomotor movements over a period of time. ● Assess students by observation: safe, self-direction, cooperation, respecting others and resolving conflict. 	Physical Activities <ul style="list-style-type: none"> ● Locomotor Movement: Running Skipping, Hopping Rolling, Balance Rhythm, Gallop/Sliding ● Non-Locomotor: Throwing, Catching, Kicking, Dribbling, Side Arm Strike w/dominant hand ● Movement Concepts: Levels Effort, Space Speed, Distance ● Physical Activity Pyramid 	Observation during Lesson

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<p style="text-align: center;">SKILLS/ ACTIVITIES</p>	<p style="text-align: center;">PLEASE SEE CHART AT THE END OF THIS MAP.</p>	<p>Fitnessgram Testing:</p> <ul style="list-style-type: none"> ● Push Up ● Curl Ups ● Pacer/Mile Run ● Sit and Reach ● Trunk Lift 	<p>Game Performance (examples, but not limited to):</p> <ul style="list-style-type: none"> ● Flag football ● Gymnastics/tumbling ● Floor hockey ● Rhythmic dance ● Basketball. <p>Skill performance (examples, but not limited to):</p> <ul style="list-style-type: none"> ● Volleyball ● Soccer ● Team handball ● LaCrosse ● Badminton ● Ultimate Frisbee ● Bowling ● Jump Rope <p>Tag Games and Activities:</p> <ul style="list-style-type: none"> ● Freeze Tag ● Over the Ocean ● Jump The Knot ● Squirrels in the Tree ● Crows and Cranes ● Shark Tank 	<p>Class Rules and Procedures for Safe Participation:</p> <ul style="list-style-type: none"> ● Conflict Resolution ● Safety Rules ● Sportsmanship/ Teamwork ● Course syllabus (by school)
<p style="text-align: center;">EQUIPMENT/ RESOURCES</p>	<ul style="list-style-type: none"> ● Five for Life on Welnet ● Alliance for a Healthier Generation ● Library of Books available at East Professional ● OPEN PE ● PE Central 	<ul style="list-style-type: none"> ● PYFP.org ● Fitnessgram Testing Manual ● SHAPE America 	<ul style="list-style-type: none"> ● Standard Equipment Pack ● Equipment List available in each lesson plan on Five for Life ● Kickballs/Bases ● Flag Belts/Footballs ● Volley ● ball Net/Standards ● Soccer Ball/Cones ● Welnet Video Library 	<ul style="list-style-type: none"> ● Five For Life ● Ohio SEL Standards K-12

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NOTES	Five for Life can be assessed through Welnet.	<ul style="list-style-type: none"> • Fitnessgram Testing can be monitored and recorded in Welnet. • ODE Testing should be recorded in Smartsheet. 	<ul style="list-style-type: none"> • Games can be changed based on what equipment you have available or timing. 	Ohio SEL Standards are available on the ODE website.

Health & Fitness Academic Content <i>Academic Concepts that students will learn</i> K-5	Health & Fitness Academic Content <i>Academic Concepts that students will learn</i> 6-8
<p>Five Components of Fitness Review (Five for Life Advanced, pp. 1.1-1.33):</p> <ul style="list-style-type: none"> • Introduction p 1.4 • Vocabulary and definitions p 1.6 • Cardiorespiratory Endurance <ul style="list-style-type: none"> o Advanced 5 minute health walk and jog p 1.8 o Advanced cardiorespiratory graphing activity p 1.11 • Muscular strength and endurance p. 1.13 <ul style="list-style-type: none"> o Advanced Muscular Strength and Endurance Tag Activities pp.1.15-1.16 • Flexibility p. 1.18 • Body composition p. 1.26 <ul style="list-style-type: none"> o Energy In/Energy Out, p. 1.27 	<p><u>Section 1 - Five Components of Fitness p. 1.1</u></p> <ul style="list-style-type: none"> o Five for Life (Review Five Components of Fitness) p.1.1 <ul style="list-style-type: none"> o Unit Guidelines - p. 1.1 o Student Introduction - p. 1.4 o Vocabulary - p. 1.7

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<p>Standards/ Benchmarks</p>	<p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>1A: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p> <p>1B: Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>1A: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p> <p>1B: Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p>Standard 1: A physically literate individual demonstrates competency in a variety of motor skills and movement patterns</p> <p>1A: Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p> <p>1B: Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p> <p>Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>1A: Apply tactical concepts and performance principles in game-like settings.</p> <p>1B: Demonstrates knowledge of critical elements and biomechanical principles for specialized skills.</p>	<p>Standard 4: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.</p> <p>1A: develop and apply rules, safe practices and procedures in physical activity settings.</p> <p>1B: Communicates effectively with others to promote respect and conflict resolution in physical activity settings.</p> <p>Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self expression and/or social interaction.</p> <p>1A: Makes a connection between participation in physical activity and physical, emotional and intellectual health.</p> <p>1B: Discusses the positive impact physical activity has on his or her life.</p>

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Assessments	<ul style="list-style-type: none"> • Five for Life Healthy Eating Assessment • Vocabulary Review • Grade Level Checklist • Peer Assessment 	<ul style="list-style-type: none"> • Healthy Eating/Physical Activity Chart • Turkey Trot • ODE Assessments • Walking Logs • Peer Assessment 	2A: Observe students on multiple occasions in game-performance settings. <ul style="list-style-type: none"> • These settings should be small-sided to allow for student involvement in game play and opportunities for the teacher to observe performances. 	<ul style="list-style-type: none"> • Social and Self Awareness when charting nutrition and activity • Goal Setting
Skills/Activities	<p style="text-align: center;">PLEASE SEE CHART AT THE END OF THIS MAP.</p>	<ul style="list-style-type: none"> • Turkey Trot • Fitness Calendar • Healthy Eating Chart • Physical Activity Pyramid: to identify Frequency, Intensity, Type & Time of activities. (FITT) 	<p>Game Play focusing on:</p> <p>Decision Making:</p> <ul style="list-style-type: none"> • Example: Team Building activities • Example: Tennis Ball Pattern Game <p>Use of Space:</p> <ul style="list-style-type: none"> • Example: How to move in and out of a field of play • Example: Throw ins in Soccer • Example: How to move and use boundaries within game play <p>Defending:</p> <ul style="list-style-type: none"> • Example: Proper defensive skills for each individual game • Example: Defending a player in the Key during basketball 	<ul style="list-style-type: none"> • Practicing teamwork • Practicing Good Sportsmanship

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Equipment/ Resources	<ul style="list-style-type: none"> • Five for Life on Welnet • Alliance for a Healthier Generation • Library of Books available at East Professional • OPEN PE • PE Central 	<ul style="list-style-type: none"> • Pedometers • Healthy Eating Charts 	<ul style="list-style-type: none"> • Standard Equipment Pack • Soccer Ball/Cones • Basketball • Tennis Balls • Welnet Video Library 	<ul style="list-style-type: none"> • Five for Life Curriculum on Welnet • SEL Standards on ODE Website
Notes	<p>Five for Life can be accessed through Welnet.</p>	<ul style="list-style-type: none"> • ODE Assessments should be recorded in SmartSheet. • Nutrition charts and logs can be found on Welnet. 	<ul style="list-style-type: none"> • Games can be changed based on what equipment you have available or timing. 	<p>Ohio SEL Standards are Available on the ODE website.</p>

Health & Fitness Academic Content

Academic Concepts that students will learn

K-5

Flexibility p. 1.20

- Title p. 1.20
- Flexibility Activity p.1.21
- Teacher/Student-Led All-Star Static Stretches p. 1.22
- All- Star Dynamic Stretches p. 1.23
- Flexibility Dynamic / Static Stretching Routines p. 1.25
- Flexibility – Creating a Stretching Routine Activity Worksheet p. 1.26

Body Composition p. 1.27

- Title p. 1.27
- Body Composition Explanation p. 1.28
- Energy In/Energy Out p. 1.29
- Muscle Snatchers p. 1.31
- Healthy Body Balance Card Game p. 1.32
- Balance the Fat p. 1.33
- Five for Life Circuit p. 1.34
- Student Assessment p. 1.36

Stretch, Bend and Twist

- Unit Guidelines p. 1.67
- Student Introduction p. 1.70
- Vocabulary p. 1.71
- All-Star Stretches p. 1.72
- Circle Stretch p. 1.78
- Stretch-A-Thon p. 1.79
- Walk, Talk, Stretch It Out p. 1.80
- Student Assessment p. 1.82

Body Composition K-3

- Unit Guidelines p. 1.87
- Student Introduction p. 1.90
- Vocabulary p. 1.91
- Muscle Snatchers p. 1.92
- Energy In/Energy Out p. 1.93
- Student Assessment p. 1.94

Body Composition 4-5

- Unit Guidelines p. 1.97
- Student Introduction p. 1.100
- Vocabulary p. 1.101
- Healthy Body Balance Card Game p. 1.102
- Muscle Snatchers p. 1.104
- Energy In/Energy Out p. 1.105
- Balance the Fat p. 1.106
- Student Assessment p. 1.107

Health & Fitness Academic Content

Academic Concepts that students will learn

6-8

- Flexibility p. 1.20
 - Title p. 1.20
 - Flexibility Activity p.1.21
 - Teacher/Student-Led All-Star Static Stretches p. 1.22
 - All- Star Dynamic Stretches p. 1.23
 - Flexibility Dynamic / Static Stretching Routines p. 1.25
 - Flexibility – Creating a Stretching Routine Activity Worksheet p. 1.26
- Body Composition p. 1.27
 - Title p. 1.27
 - Body Composition Explanation p. 1.28
 - Energy In/Energy Out p. 1.29
 - Muscle Snatchers p. 1.31
 - Healthy Body Balance Card Game p. 1.32
 - Balance the Fat p. 1.33
 - Five for Life Circuit p. 1.34
- Student Assessment p. 1.36

Curriculum Mapping Guide

K-8 Physical Education

CMSD 2020-2021

<p>TimeFrame: December/ January</p>	<p>Health & Fitness Academic Content <i>Academic Concepts that students will learn</i></p>	<p>Fitness <i>Activities that intentionally improve the fitness of students</i></p>	<p>Motor Skills <i>Physical activities to teach improvement</i></p>	<p>Social, Emotional, & Safety</p>
<p>Standards/ Benchmarks</p>	<p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>1A: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p> <p>1B: Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>1A: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p> <p>1B: Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p>Standard 1: A physically literate individual demonstrates competency in a variety of motor skills and movement patterns</p> <p>1A: Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p> <p>1B: Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p> <p>Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>1A: Apply tactical concepts and performance principles in game-like settings.</p> <p>1B: Demonstrates knowledge of critical elements and biomechanical principles for specialized skills.</p>	<p>Standard 4: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.</p> <p>1A: develop and apply rules, safe practices and procedures in physical activity settings.</p> <p>1B: Communicates effectively with others to promote respect and conflict resolution in physical activity settings.</p> <p>Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self expression and/or social interaction.</p> <p>1A: Makes a connection between participation in physical activity and physical, emotional and intellectual health.</p> <p>1B: Discusses the positive impact physical activity has on his or her life.</p>

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<p style="text-align: center;">Assessments</p>	<ul style="list-style-type: none"> ● Student Self Check ● Exit Ticket ● Vocabulary Review ● Unit Assessment ● Poster Project 	<ul style="list-style-type: none"> ● Mid-Point Check in on Fitnessgram Testing ● ODE Assessments ● Student Checklist ● Fitness Portfolios 	<p>1A: Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Creating a dance sequence or movement pattern. ● Participating in lifetime activities such as tennis, bowling, or playing golf. ● Participating in walking programs. <p>1B: Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● ODE Standards based skill assessments ● Critical elements of under and overhand throwing ● Dribbling with hands or feet ● Kicking ● Striking 	<ul style="list-style-type: none"> ● Charting movement and muscular improvement plans individually or with partners. ● Thinking about ways to continue fitness growth

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Skills/Activities	<p align="center">PLEASE SEE CHART AT THE END OF THIS MAP.</p>	<ul style="list-style-type: none"> • Walking for Wellness • Pedometer Charts • Circuit Training • Weight Training • Functional Fitness Activities • Fitness Spots 	<ul style="list-style-type: none"> • Soccer skill stations and game play • Floor Hockey • Basketball skill stations and game play • Creating dance sequences • Ultimate Sports • Participating in dance programs such as DDR and Just Dance • Working with a partner or small group to create a gymnastics routine • Learning skills that would be used in lifetime sports such as bowling, tennis, golf, badminton, etc. 	<ul style="list-style-type: none"> • Work with a partner or small group to create a poster to share what physical activities students enjoy and the benefits of physical activity. • Have students complete worksheet stating benefits of physical activity and physical activities that they enjoy.
Equipment/ Resources	<ul style="list-style-type: none"> • Five for Life on Welnet • Alliance for a Healthier Generation • Library of Books available at East Professional • OPEN PE • PE Central 	<ul style="list-style-type: none"> • Pedometers • Fitnessgram Testing Materials • DARBEE Fitness 	<ul style="list-style-type: none"> • Basic equipment pack • Golf clubs and golf balls • Music • Bowling equipment • Basketballs • Badminton Rackets and Shuttlecock • Soccer equipment • Hockey sticks and puck • Tumbling Mats 	<ul style="list-style-type: none"> • Five for Life Curriculum on Welnet • SEL Standards on ODE Website
Notes	<p>Five for Life can be accessed through Welnet.</p>	<ul style="list-style-type: none"> • ODE Assessments should be recorded in SmartSheet. 	<ul style="list-style-type: none"> • ODE Assessments should be recorded in SmartSheet. 	<p>Ohio SEL Standards are Available on the ODE website.</p>

Health & Fitness Academic Content

Academic Concepts that students will learn

K-5

Muscle Fitness Essentials K-3

- Student Introduction p. 1.44
- Vocabulary p. 1.45
- Muscle Check Up p. 1.46
- Student Assessment p. 1.49

Muscle Fitness Essentials 4-5

- Student Introduction p. 1.54
- Vocabulary p. 1.55
- Muscle Check Up p. 1.56
- Curl Up Check p. 1.59
- Muscular Strength and Muscular Endurance Tag p. 1.61
- Student Assessment p. 1.62
- Muscle Motion K-5
- Student Introduction p. 3.18
- Vocabulary p. 3.20
- The Notion of Muscle Motion p. 3.21
- Muscle Tag p. 3.22
- Build Your Muscles Tag p. 3.23
- Student Assessment p. 3.24

Muscular Strength and Endurance p. 1.13

- Title p. 1.13
- Muscular Strength / Endurance Activity p. 1.14
- Muscular Strength and Muscular Endurance Tag p. 1.15
- Muscle Check-Up p. 1.17

Health & Fitness Academic Content

Academic Concepts that students will learn

6-8

Muscular Strength and Endurance p. 1.13

- Title p. 1.13
- Muscular Strength / Endurance Activity p. 1.14
- Muscular Strength and Muscular Endurance Tag p. 1.15
- Muscle Check-Up p. 1.17

Muscular Strength and Muscular Endurance and the FITT Principle p. 1.57

- Unit Guidelines p. 1.57
- Student Introduction p. 1.60
- Vocabulary p. 1.62
- FITT Principle Muscular Strength and Muscular Endurance p. 1.63
- Intermediate Curl-Up Check p. 1.65
- Muscular Strength and Endurance Activity FITT Plan p. 1.67
- Student Assessment p. 1.69

Curriculum Mapping Guide

K-8 Physical Education

CMSD 2020-2021

<p>TimeFrame: February/March</p>	<p>Health & Fitness Academic Content <i>Academic Concepts that students will learn</i></p>	<p>Fitness <i>Activities that intentionally improve the fitness of students</i></p>	<p>Motor Skills <i>Physical activities to teach improvement</i></p>	<p>Social, Emotional, & Safety</p>
<p>Standards/ Benchmarks</p>	<p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>1A: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p> <p>1B: Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>1A: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p> <p>1B: Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p>Standard 1: A physically literate individual demonstrates competency in a variety of motor skills and movement patterns</p> <p>1A: Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p> <p>1B: Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p> <p>Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>1A: Apply tactical concepts and performance principles in game-like settings.</p> <p>1B: Demonstrates knowledge of critical elements and biomechanical principles for specialized skills.</p>	<p>Standard 4: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.</p> <p>1A: develop and apply rules, safe practices and procedures in physical activity settings.</p> <p>1B: Communicates effectively with others to promote respect and conflict resolution in physical activity settings.</p> <p>Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self expression and/or social interaction.</p> <p>1A: Makes a connection between participation in physical activity and physical, emotional and intellectual health.</p> <p>1B: Discusses the positive impact physical activity has on his or her life.</p>

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<p align="center">Assessments</p>	<ul style="list-style-type: none"> • Five for Life unit assessments. • Vocabulary review and assessments. • Student physical fitness plans. (ODE) • Student nutrition tracker and plans. 	<p>Standard 1: 1A: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance. Examples:</p> <ul style="list-style-type: none"> • Students can complete a physical activity tracker and My Food Plate assessment provided by ODE. • Alternative assessments include Fitness Portfolios on OPEN Phys. Ed. and Nutrition based activities found on Welnet through the Five for Life program. <p>1B: Utilizes principles and practices to design a personalized health-related fitness plan. Examples:</p> <ul style="list-style-type: none"> • Students can create their own fitness plan using the fitness plan outline provided by ODE or Fitness Portfolios that can be found on OPEN Phys. Ed.. • Students can create a fitness plan based on their Fitnessgram testing results. 	<p>Standard 2: 2A: Apply tactical concepts and performance principles in game-like settings.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Having students complete skills in game like settings with a team or individually using the ODE rubric. <p>2B: Demonstrates knowledge of critical elements and biomechanical principles for specialized skills.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Having students demonstrate specific skills that are critical to game play and asses based on the ODE rubric. • Have students select one skill to break down and describe through a written or oral project per the ODE rubric. • Have students peer review one another's skills. 	<ul style="list-style-type: none"> • Working with partners or small groups in order to peer review one another. • Students are working together to participate in game play. • Having students create a heart health, African American History Month, or Women in Sports Poster.

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Skills/Activities	<p style="text-align: center;">PLEASE SEE CHART AT THE END OF THIS MAP.</p>	<ul style="list-style-type: none"> • Jump Rope Skills • Working on moving with a purpose <ul style="list-style-type: none"> • Moving through a pattern • Practice flexibility through a variety of activities: <ul style="list-style-type: none"> • Yoga • Dance • Dynamic Warm Ups with Dynamic Stretching • Static Stretching Circuits at the end of the class period. • Work on Body Composition through a variety of activities: <ul style="list-style-type: none"> • Circuit training focusing on full body exercises • Have students work on and review fitness testing skills 	<ul style="list-style-type: none"> • Jump Rope/Hoops for Heart • Create a March Madness tournament within classes or grade bands. • Dance Unit <ul style="list-style-type: none"> ○ Line Dancing ○ African American Dance ○ Square Dance ○ Dance Dance Revolution ○ Hip Hop ○ Salsa ○ Etc. • Floor Hockey • Parachute • Station Work <ul style="list-style-type: none"> • Fitness • Jump Rope 	<ul style="list-style-type: none"> • African American History Month • Heart Health Month • Women's Sports History Month • Social/Emotional skills covered in dance: <ul style="list-style-type: none"> ○ Working with a small group or partner ○ Speaking in front of group ○ Working on patterns
Equipment/ Resources	<ul style="list-style-type: none"> • Five for Life on Welnet • Library of Books at East Professional • OPEN PE • PE Central • Alliance for a Healthier Generation 	<ul style="list-style-type: none"> • Five for Life Circuits Boxes and Cards • Circuit Apps on iPad • DARBEE Fitness Website 	<ul style="list-style-type: none"> • Hockey Sticks, Pucks, Nets • Parachute(s) • Dance Materials • Jump Ropes • Basketball Materials 	<ul style="list-style-type: none"> • Five for Life Curriculum on Welnet • SEL Standards on ODE Website
Notes	<ul style="list-style-type: none"> • February is Heart Health Month and African American History Month. • March is Women's History Month. 	<ul style="list-style-type: none"> • ODE Assessments should be recorded in SmartSheet. 	<ul style="list-style-type: none"> • Responsible Sexual Behavior can be taught during this time. • ODE Assessments should be recorded in SmartSheet. 	<ul style="list-style-type: none"> • Ohio SEL Standards are Available on the ODE website.

Health & Fitness Academic Content

Academic Concepts that students will learn

K-5

- Heart Health K-3
 - Unit Guidelines p. 1.15
 - Student Introduction p. 1.18
 - Vocabulary p. 1.20
 - Heart Health 2-5 Minute Run p. 1.21
 - Heart Health Relay p. 1.22
 - Student Assessment p. 1.23
- Heart Health 4-5
 - Unit Guidelines p. 1.25
 - Student Introduction p. 1.28
 - Vocabulary p. 1.30
 - Heart Health 2-5 Minute Run p. 1.31
 - Risk Factor Four Square p. 1.32
 - Oxygen Transport p. 1.33
 - Respiration Relay p. 1.34
 - Capture the Oxygen p. 1.36
 - Student Assessment p. 1.37

Health & Fitness Academic Content

Academic Concepts that students will learn

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- Cardiorespiratory Endurance p.1.8
 - Title p. 1.8
 - Heart Health 4/5 Minute Walk and Run p. 1.9
 - Cardiorespiratory Graphing Activity p. 1.10
- Cardiorespiratory Endurance and the FITT Principle p. 1.40
 - Unit Guidelines p. 1.40
 - Student Introduction p. 1.43
 - Vocabulary p. 1.45
 - Cardio FITT Pin p. 1.46
 - FITT Principle Cardiorespiratory Endurance p. 1.48
 - Cardiorespiratory Endurance Activity FITT Plan p. 1.51
 - Student Assessment p. 1.53

<p>TimeFrame: April/May</p>	<p>Health & Fitness Academic Content <i>Academic Concepts that students will learn</i></p>	<p>Fitness <i>Activities that intentionally improve the fitness of students</i></p>	<p>Motor Skills <i>Physical activities to teach improvement</i></p>	<p>Social, Emotional, & Safety</p>
<p>Standards/ Benchmarks</p>	<p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>1A: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p> <p>1B: Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>1A: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p> <p>1B: Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p>Standard 1: A physically literate individual demonstrates competency in a variety of motor skills and movement patterns</p> <p>1A: Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p> <p>1B: Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p> <p>Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>1A: Apply tactical concepts and performance principles in game-like settings.</p> <p>1B: Demonstrates knowledge of critical elements and biomechanical principles for specialized skills.</p>	<p>Standard 4: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.</p> <p>1A: develop and apply rules, safe practices and procedures in physical activity settings.</p> <p>1B: Communicates effectively with others to promote respect and conflict resolution in physical activity settings.</p> <p>Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self expression and/or social interaction.</p> <p>1A: Makes a connection between participation in physical activity and physical, emotional and intellectual health.</p> <p>1B: Discusses the positive impact physical activity has on his or her life.</p>

TimeFrame: April/May	Health & Fitness Academic Content <i>Academic Concepts that students will learn</i>	Fitness Activities that intentionally improve the fitness of students	Motor Skills <i>Physical activities to teach improvement</i>	Social, Emotional, & Safety
<p style="text-align: center;">Assessments</p>	<ul style="list-style-type: none"> ● Fitnessgram ● Teacher Observation ● Peer and small group observation 	<p>Fitnessgram Post-Test Fitness Testing:</p> <ul style="list-style-type: none"> ● Shoulder Walk ● Agility Jump ● Jump Rope ● Shuttle Run ● 2 Minute Run <p>ODE Assessments Fitness Stations</p> <p>ODE Assessments:</p> <ul style="list-style-type: none"> ● Observe students performing locomotor skills. ● Observe students performing at different levels, space, distance, effort, speed, etc. ● Complete Physical Activity Drawing ● Observe students practicing safety, self-direction, cooperation, respecting others, and resolving conflict. ● Assess students performing locomotor movements over a period of time. ● Assess students by observation: safe, self-direction, cooperation, respecting others and resolving conflict 	<ul style="list-style-type: none"> ● Best of the school year activities: ● Have three activities from the school year listed on the board. ● Students will come in and select which activity they would like to play throughout the class period. ● Majority wins, and that game in not an option for the next lesson. ● Obstacle course for students set up in the gym or outside in the field. ● During all of the above activities, monitor students on skills and SEL behavior to be included in their daily grade. 	<ul style="list-style-type: none"> ● Students are given choice/control in their activity. ● They are control of the entire lesson and set it up from start to finish. ● “SEL Time” where students get to choose their own activity (must be something that was taught throughout the year) through a whole class vote.

TimeFrame: April/May	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 improvement</i>	Social, Emotional, & Safety
Skills/Activities	<p align="center">PLEASE SEE CHART AT THE END OF THIS MAP.</p>	Fitnessgram Testing: <ul style="list-style-type: none"> ● Push Up ● Curl Ups ● Pacer/Mile Run ● Sit and Reach ● Trunk Lift <ul style="list-style-type: none"> ● Examples of fitness activities that could have been done all year: <ul style="list-style-type: none"> ● Fitness circuit using the Five for Life cards or boxes ● Fitness Trackers ● Fitness Calendar for the summer 	<ul style="list-style-type: none"> ● Review all motor skills and game specific skills in all of the games that you have participated in throughout the school year. ● Examples of games/activities suggested throughout the year: <ul style="list-style-type: none"> ● Basketball ● Football ● Hockey ● Soccer ● Tag Games ● Parachute 	<ul style="list-style-type: none"> ● Review goals that students set at the start or middle of the school year. ● Set goals for fitness testing for next school year to think about over the summer. ● Students working together by creating their own teams and group (end of the year, completely running the lesson).
Equipment/ Resources	<ul style="list-style-type: none"> ● Five for Life on Welnet ● Library of Books at East Professional ● OPEN PE ● PE Central ● Alliance for a Healthier Generation 	<ul style="list-style-type: none"> ● PYFP.org ● Fitnessgram Testing Manual ● SHAPE America 	<ul style="list-style-type: none"> ● Equipment specific to each game that is presented as an option to each class. 	<ul style="list-style-type: none"> ● Ohio SEL Standards are Available on the ODE website.
Notes	<ul style="list-style-type: none"> ● Send home a summer physical activity calendar for the students to participate in over the summer. 	<ul style="list-style-type: none"> ● May is National Physical Fitness and Sports Month. ● Fitnessgram Testing can be monitored and recorded in Welnet. ● ODE Testing should be recorded in Smartsheet by the April due date. ● ODE Assessments should be recorded in SmartSheet. 	<ul style="list-style-type: none"> ● Schools will be putting on and planning a field day at this time of the year. ● Responsible Sexual Behavior can be taught during this time. ● ODE Assessments should be recorded in SmartSheet. 	<ul style="list-style-type: none"> ● Ohio SEL Standards are Available on the ODE website.

Health & Fitness Academic Content

Academic Concepts that students will learn

K-5

- Section 3 - Movement
 - Bone Health
 - Unit Guidelines p. 3.1
 - Student Introduction p. 3.4
 - Vocabulary p. 3.6
 - Bone Health Tag p. 3.7
 - Bone Building Relay p. 3.8
 - Student Assessment p. 3.9
 - Muscle Motion K-5
 - Unit Guidelines p. 3.15
- Student Introduction p. 3.18
 - Vocabulary p. 3.20
 - The Notion of Muscle Motion p. 3.21
 - Muscle Tag p. 3.22
 - Build Your Muscles Tag p. 3.23
 - Student Assessment p. 3.24

Health & Fitness Academic Content

Academic Concepts that students will learn

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Section 3 - Movement p. 3.1

- Skeletal System p. 3.1
 - Bones for Life p. 3.1
 - Unit Guidelines p. 3.1
 - Student Introduction p. 3.4
 - Vocabulary p. 3.7
 - Skeleton Basketball p. 3.8
 - Bones for Life Circuit p. 3.10
 - Bone Density Tag p. 3.12
 - Excavation Relay p. 3.14
 - Student Assessment p. 3.17
- Muscular System p. 3.23
 - Muscles for Life p. 3.23
 - Unit Guidelines p. 3.23
 - Student Introduction p. 3.26
 - Vocabulary p. 3.29
 - Muscles in Motion p. 3.30
 - Muscles for Life Circuit p. 3.31
 - Muscles for Life Circuit Worksheet p. 3.33
 - Score Four for Life p. 3.37
 - Push and Resist p. 3.39
 - Student Assessment p. 3.41