

Fitness for Life Curriculum Map

A.4.HR.2 Meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Hand-cycle Test).

A.4.HR.3 Meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

A.4.HR.4 Meet the criterion-referenced flexibility health related fitness standards for age and gender (e.g., Back saver Sit and Reach, Shoulder Stretch).

A.4.HR.6 Develop and implement a plan for improving or maintaining health-related fitness.

A.4.HR.7 Self-assess and evaluate health-related fitness for muscular strength and endurance, flexibility, and body composition.

A.4.HR.8 Apply the principles of training (frequency, intensity, type, time, overload, specificity).

A.4.AN.4 Analyze and evaluate the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).

K.2.HR.2 Evaluate cardiorespiratory fitness level using the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Hand-cycle Test).

K.2.HR.3 Evaluate muscular strength and endurance fitness levels using the criterion-referenced muscular strength and endurance health related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

K.2.AN.2 Analyze and evaluate the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/ effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).

M.1.NG.1 Demonstrate all elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/ team) during modified net/wall games (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6).

M.1.NG.2 Demonstrate all elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/ team) during modified net/wall games (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6).

M.1.AQ.3 Demonstrate all elements of mature form for the basic aquatic skills of front crawl and breaststroke in dynamic settings.

M.1.AQ.4 Demonstrate mature form of the basic aquatic skill of backstroke in dynamic settings.

Duration	Unit Name/Content	Standards	Assessments	Literacy Activities	Skills
20 days	Aquatics <ul style="list-style-type: none"> Motor Skills Movement Patterns 	M.1.AQ.3 M.1.AQ.4	<ul style="list-style-type: none"> Skill assessments that are observed during the aquatic activities. 	<ul style="list-style-type: none"> Close Reading 	<ul style="list-style-type: none"> Demonstrate all elements of mature form for the basic aquatic skills of front crawl and

	<ul style="list-style-type: none"> ● Improve Swim Strokes ● 10 minute tread water test ● 250 yard swim ● 500 yard swim ● Circuit swim 				<p>breaststroke in dynamic settings.</p> <ul style="list-style-type: none"> ● Demonstrate mature form of the basic aquatic skill of backstroke in dynamic settings.
35 days	<p>Aerobics</p> <ul style="list-style-type: none"> ● Motor Skills ● Movement Patterns ● Content Knowledge ● Fitness and Physical Activity ● Performing 20, 25, 30, and 35 minute workouts. ● Monitoring and recording heart rates ● Performing rhythms and sequences ● Aerobic workouts with weights ● Maintaining at least 75% of maximum heart rate ● Students will develop a 2 week fitness plan. ● Students will develop and implement a 20 minute workout for their class. 	<p>A.4.HR.2 A.4.HR.3 A.4.HR.6 A.4.HR.8 A.4.AN.4 K.2.HR.2 K.2.HR.3 K.2.AN.2</p>	<ul style="list-style-type: none"> ● PACER Test ● Heart rate checks ● Log Heart Rates ● Polar Go-Fit heart rate monitor assessment tool ● Exercise Projects/Plans ● Skill assessments that are observed during the aerobic activity. ● Pre/Post Written Exam 	<ul style="list-style-type: none"> ● Vocabulary ● Close Reading ● Turn and talk ● Collaborative work ● Written Exercise program ● Analyze exercises and personal exercise program. 	<ul style="list-style-type: none"> ● Sustaining 75% of target heart rate. ● Measuring personal heart rate checks. ● Perform a four element movement sequence. ● Demonstrate 2 rhythms, simultaneous, in two different parts of the body. ● Understand how to identify the frequency, intensity, type, time, overload, specificity. ● Apply the principles of training (frequency, intensity, type, time, overload, specificity). ● Meet the cardio-respiratory fitness standards for age and gender. ● Apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation. ● Meet the criterion-referenced muscular strength and endurance health-related

					<p>fitness standards for age and gender.</p> <ul style="list-style-type: none"> ● Develop and implement a plan for improving or maintaining health-related fitness. ● Evaluate cardio-respiratory fitness level. ● Evaluate muscular strength and endurance fitness levels. ● Analyze and evaluate the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/ effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).
All	<p>Flexibility</p> <ul style="list-style-type: none"> ● Leading calisthenics ● Developing greater flexibility. 	A.4.HR.4	<ul style="list-style-type: none"> ● Skill assessments that are observed during the unit activities. 		<ul style="list-style-type: none"> ● Meet the criterion-referenced flexibility health related fitness standards.
5 days	<p>Flexibility</p> <ul style="list-style-type: none"> ● Yoga <ul style="list-style-type: none"> ○ Beginner yoga ○ Developing greater flexibility. 	A.4.HR.4	<ul style="list-style-type: none"> ● Skill assessments that are observed during the unit activities. ● Sit and Reach 	<ul style="list-style-type: none"> ● Close Read 	<ul style="list-style-type: none"> ● Meet the criterion-referenced flexibility health related fitness standards.
25 days	Weight Training	A.4.HR.3 A.4.HR.7	<ul style="list-style-type: none"> ● Skill assessments that are observed during the unit activities. 	<ul style="list-style-type: none"> ● Close read ● Vocabulary 	<ul style="list-style-type: none"> ● Meet the criterion-referenced muscular strength and endurance health-related

	<ul style="list-style-type: none"> • Developing muscular strength and endurance. • Understanding the use of the equipment. • Developing a personal weight lifting regimen. • Weight lifting circuits. • Monitoring progress. • Assisting other lifters. • Weight room safety. 	A.4.HR.8 K.2.HR.3	<ul style="list-style-type: none"> • Progress recorded • Safety test 		<p>fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).</p> <ul style="list-style-type: none"> • Self-assess and evaluate health-related fitness for muscular strength and endurance, flexibility, and body composition. • Apply the principles of training (frequency, intensity, type, time, overload, specificity). • Evaluate muscular strength and endurance fitness levels using the criterion-referenced muscular strength and endurance health related fitness standards for age and gender (e.g., Curl-up, Push-up,
10-12 days	Fitness for Life Games Net Games Badminton Pickle-Ball	M.1.NG.1 M.1.NG.2	<ul style="list-style-type: none"> • Skill assessments that are observed during the activity. 	Close Read	<ul style="list-style-type: none"> • Demonstrate all elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/ team • Demonstrate all elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the

					point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/ team) during modified net/wall.
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