

# Clinton Fitness Curriculum

Grade	Standard	Content/Skills	Sample Activities	Assessments
8th	S3.M1 Physical activity/fitness knowledge	Identifies the 5 components of health-related fitness and explains the connection between fitness and overall physical and mental health	-Benefit Relay Race -Toss/Collect the Benefit -Steal the Benefit	-Formal Quiz on identifying the benefits of health-related fitness And distinguishing the differences between each component
	S3.M7.8	Compares and contrasts health related fitness components vs skill related fitness	Skill vs Health Related fitness stations	-At each station a student should be recognize why it is skilled or health related
	S3.M8.8	Uses available technology to self monitor quantity of exercise needed to for a minimal health standard and/or optimal functioning based on current fitness level	-Strong 5x5 app -Fitness Blender Log -Pacer Test -Borg Rating of Perceived exertion	-Pacer Test -Pedometers -App Log -pacer test app
	S3.M9.8	Perform a stretching a routine that can target all major muscle groups.	-Stretching Stations w/diagrams -Who is it, stretching activity	-Stretching Routine Assessment -Diagram the muscle of each stretch
	S3. M11.8	Uses Overload principle (Fitt) in preparing a personal workout	-Fitt worksheet -Progressive Pushup activity -Heavy vs Light -More Quantity vs Less -How Long	-Fitt worksheet

	S.3. M13.8	Defines how the RPE Scale can be used to adjust workout intensity during physical activity	-Tabatta exercise	-Borg Rating of Perceived Exertion
	S3.M15.8	Designs and implements a program of remediation for 3 areas of weakness based on the results of health related fitness assessment.	-Fitnessgram Tests -Reflection	-Fitnessgram Tests -Reflection
	S5.M4.8	Discusses how enjoyment could be increased in self-selected physical activities.	-Survey of selected physical activities -Rating of perceived enjoyment -Before/After p.e year of program	-Survey of selected physical activities -Rating of perceived enjoyment -Before/After p.e year of program
	S3.m17.8 Nutrition	Describes the relationship between poor nutrition and health risk factors	-Calorie Burner Activity -Hide the Food Activity -Eat the Food/Do the work Activity -Risk Factor Activity	-Calorie/Risk Factor/Physical activity quiz
	S4.M2 Personal Responsibility	Uses effective self monitoring skills to incorporate opportunities for physical activity outside of school.	-Activity Log -Fitt activity Log	-Activity Log -Fitt activity Log
	S4.M1.8	Accepts responsibility for improving one's own levels of fitness of physical activity and fitness	-Activity Log -Fitt Activity Log	-Activity Log -Fitt Activity Log
	S3.M2.8	Participates in physical	-Activity Log -Fitt activity Log	-Activity Log -Fitt activity Log

	Engages in physical activity	activity 3 times a week outside of physical education		
		Participates in self selected lifetime sport, dance, fitness, outdoor activity outside of the school day	-Activity Log -Fitt Activity Log	-Activity Log -Fitt Activity Log
7th	S3.M1.7 Physical Fitness Knowledge	Identifies the barriers related to maintaining a physically active lifestyle and seeks resolutions for eliminating those barriers	-Barrier Activity -Identify Barrier/resolution worksheet	-Identify Barrier/resolution worksheet
	S.M7.7	Distinguishes between health related and skill related fitness	-Health related vs skill related task stations	-station worksheet that has student identify each station & muscles used
	S.M8.7	Adjusts physical activity based on quantity of exercise needed for a minimal health standard/optimal functioning based on current fitness level	-Fitnessgram Tests	-Fitnessgram test -Reflection
	S3.M9.7	Describes and demonstrates the difference between static and dynamic exercises.	-Static vs Dynamic Stretching Routine -Fitness Memory Game	-Fitness Memory Game label exercise
	S3.M10.7	Describes the role of exercise and nutrition in weight management.	-Calorie Burner Activity -Artery Activity -Eat the food/do the	-Calorie/Nutrition Worksheet

			work activity.	
	S3.M11.7	Describes the overload principle (fitt formula) for different types of activity , the training principles on which the formula is based and how the formula and principles affect fitness.	-Fitt worksheet -Progressive Pushup activity -Heavy vs Light -More Quantity vs Less -How Long	-Fitt worksheet
	S3.m14.7	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting	-Muscle Video/ Demonstration	Muscle Diagram Worksheet

	s3.M13.7	Defines how the RPE scale can be used to determine the perception of the work effort or intensity of exercise.	-Tabatta exercise	-Borg Rating of Perceived Exertion
	S3.M15.7	Designs and implements a program of remediation for 2 areas of weakness based on the results of health related fitness assessment.	-Fitnessgram Tests -Reflection	-Fitnessgram Tests -Reflection
	S3.M17.7 Nutrition	Develops strategies for balancing healthy food,snacks, water, along with physical activity.	-Calorie Burner Activity -Artery Activity -Eat the food/do the work activity.	-Calorie/Nutrition Worksheet
	S4.M2.7 Personal Responsibility	Exhibits responsible social behavior by cooperating with classmates, demonstrating inclusive	-Class Activities	-Peer Assessment -READY Assessment

		behavior and supporting classmates		
	S4.M1.7	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.	-Activity Log -Fitt activity Log	-Activity Log -Fitt activity Log
	S3.M2.7 Engages in physical activity	Participates in physical activity 2 times a week outside of physical education	-Activity Log -Fitt Activity Log	-Activity Log -Fitt Activity Log
		Participates in self selected lifetime sport, dance, fitness, outdoor activity outside of the school day.	-Activity Log -Fitt activity Log	-Activity Log -Fitt activity Log

6th	s3.M1.6 Physical Fitness Knowledge	Describes how being physically active leads to a healthy body.	-Perseverance Activity -Crab Soccer	-Peserverance Self Reflection/Worksheet
	S3.M7.6	Identifies the components of skill related fitness	Skill related fitness stations	-station reflection/worksheet
	S3.M8.6	Sets and monitors a self-selected physical activity goal for aerobic and muscle and bone strengthening activity based on current fitness	Heart vs Muscle Fitness Stations  Fitnessgram Tests  FITT self program	Fitnessgram reflection  Fltt program worksheet

		level		
	S3.M9.6	Employs correct techniques and methods for static and dynamic stretches.	-Whos leading the stretches? -Stretching stations -Fitness Memory Game With muscle Diagram	-Muscle Diagram worksheet  -Video Routine
	S3.M10.6	Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance.	Aerobic vs anaerobic stations  Strength vs endurance stations	Station reflection/worksheet
	S3.M11.6	Identifies each of the components of the overload principle (Fitt) for different types of physical activity (aerobic, muscular, flex)	-Fitt worksheet -Progressive Pushup activity -Heavy vs Light -More Quantity vs Less -How Long	
	S3.M13.6	Describes resting heart rate and describes its relationship to aerobic fitness and the RPE scale	-Tabatta Exercise -Borg Rating of Perceived Exertion	-Self reflection of rpe
	S3.M14.6	Identify major muscles used in selected physical activities.	-Stations and muscle Diagrams -Activities and Diagrams	
	S3.M15.6	Designs and implements a program of remediation for an area of weakness based on the results of health related fitness assessment.	Fitnessgram and Reflection	Fitnessgram and reflection

	S3.M17.6	Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.	-Food Pyramid Activity -Eat the food/Do the work activity	-Check for understanding -Quiz
	S4.M2.6 Personal Responsibility	Exhibits personal responsibility by using appropriate, etiquette, demonstrating respect for facilities and exhibiting safe behavior	Class activities	-Self Reflection -Peer Assessment
	S4.M1.6	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self talk.	-Activity Log -Create Home/Parent Fitness calendar	-Self Talk Reflection -Activity Log
	S3.M2.6 Engages in physical activity	Participates in physical activity once a week outside of physical education	-Activity Log	-Activity Log
		Participates in self selected lifetime sport, dance, fitness, outdoor activity outside of the school day.	-Activity Log -Show activities that can be done outside of school -Create Home/Parent Calendar	-Log -Calendar

5th	s3.E1.5 Physical Fitness Knowledge	Charts and analyzes physical activity outside of physical education class for fitness benefits of activities	-Activity Log -Benefit Toss -Steal the Benefit	-Activity Log -Benefit Quiz
	S3.E2.5 Engages in Physical Activity	Actively engages in all the activities of physical education	Class Activities	*Self and Peer Assessment
	S3.E3.5 Fitness Knowledge	Differentiates between skill related and health related fitness	-Skill vs Health Related stations	-Station Reflection sheet -Matching Quiz
	S3.E4.5	Identifies the need for warm up and cool down relative to various physical activities	-High Jump before and After warming up -Tag vs yoga	-Warm up muscles increase performance decrease risk of injury assessment -Borg RPE
	S3.E5.5 Assessment and program planning	Analyzes results of fitness assessment (pre and post) comparing results to fitness components for good health  Designs a fitness to plan to address ways to use physical activity to enhance fitness	Fitnessgram assessment  Reflection	FITT guideline to create workout program  Include 6 training principles Into program
	S3.E6.5 Nutrition	Analyzes the impact of food choices relative to physical activity, youth sports and personal health	-Hide the Food activity -Food Tag -Couch Potato tag with food spots	-Debrief of food activities with CFU or Quiz

4th	s3.E1.4 Physical Fitness Knowledge	Analyzes opportunities for participating in physical activity outside physical education class	-Take Home fitness calendar	-Mark which activities they can do with friends or parents
	S3.E2.4 Engages in Physical Activity	Actively engages in the activities of physical education class, both teacher directed and independent	*class activities	Participation Rubric
	S3.E3.4 Fitness Knowledge	Identifies the components of health related fitness	Health Related fitness component stations. Each station should focus on a component	*Station reflection sheet, should assess if students know what station is engaging
	S3.E4.4	Demonstrates warm up and cool down relative to the cardio respiratory fitness assessment.	Tabatta exercise warm up Yoga cool down	*Compare and contrast heart rate during the two activities.
	S3.E5.4 Assessment and program planning	Completes fitness assessments (pre and post)  Identifies areas of needed remediation from personal test and teacher identifies strategies to progress in those areas.	Fitnessgram assessment Reflection	FITT guideline to create workout program  Include 6 training principles into program
	S3.E6.4 Nutrition	Discusses the importance of hydration and hydration choices relative to physical activities.	Vigorous station activities  -regulates body temp and joints  *may experience fatigue, cramps, dizziness	-Getting water before and after exercise

3rd	s3.E1.3 Physical Fitness Knowledge	Charts participation in physical activities outside of physical education class  Identifies physical activity benefits as a way to become healthier.	-Take Home fitness calendar	-Mark which activities they can do with friends or parents
	S3.E2.3 Engages in Physical Activity	Engages in the activities of physical education class without teacher prompting.	*class activities	Participation Rubric
	S3.E3.3 Fitness Knowledge	Describes the concept of fitness and provides examples of physical activities that enhance fitness.	Health Related fitness component stations. Each station should focus on a component	*Station reflection sheet, should assess if students know what station is engaging
	S3.E4.3	Recognizes the importance of warm up and cool down relative to vigorous activity	Tabatta exercise warm up  Yoga cool down	*Compare and contrast heart rate during the two activities.
	S3.E5.3 Assessment and program planning	Demonstrates with teacher direction, the health related fitness components.	Fitnessgram assessment  Reflection	FITT guideline to create workout program  Include 6 training principles Into program
	S3.E6.3 Nutrition	Identifies foods that are beneficial for before and after physical activity	*Hide the food activities. Emphasize food that is good for before and after exercise	Identify Proteins and Carbohydrates during activity

2nd	s3.E1.2 Physical Fitness Knowledge	Describes large motor and manipulative physical activities for physical activities for participation outside physical education class.	-Take Home fitness calendar	-Mark which activities are locomotor and which ones are considered manipulative
	S3.E2.2 Engages in Physical Activity	Actively engages in physical education class in response to instruction and practice	*class activities	Participation Rubric
	S3.E3.2 Fitness Knowledge	Uses own body as resistance for developing strength  Identifies physical activities that contribute to fitness	Health Related fitness component stations. Each station should focus on a component  Student does planks, push ups, lunges, etc. instead of equipment	*Station reflection sheet, should assess if students know what station is engaging
	S3.E4.2	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3</i>		
	S3.E5.2 Assessment and program planning	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3</i>		
	S3.E6.2 Nutrition	Recognizes the good health balance of good nutrition with physical activity.	*Couch Potato Tag *steal the food tag	Recognize that when working out, you must eat healthy or the exercise becomes harder

1st	s3.E1.1 Physical Fitness Knowledge	Discusses the benefits of being active and energizing and playing	*class activities + why we are doing these activities (benefits)	CFUs
	S3.E2.1 Engages in Physical Activity	Actively engages in physical education class	*class activities	Participation Rubric
	S3.E3.1 Fitness Knowledge	Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity	*class activities + why we are doing these activities (benefits)	CFUs
	S3.E4.1	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3</i>		
	S3.E5.1 Assessment and program planning	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3</i>		
	S3.E6.1 Nutrition	Differentiates between healthy and unhealthy foods.	Hide the food activity Couch Potato Tag	Unhealthy vs Healthy food worksheet

K	s3.E1.k Physical Fitness Knowledge	Identifies active play opportunities outside physical education class	*class activities + why we are doing these activities (benefits)	CFUs
	S3.E2.k Engages in Physical Activity	Actively participates in physical education	*class activities	Participation Rubric
	S3.E3.k Fitness Knowledge	Recognizes that when you move fast, your heart beats faster and you breathe faster	*class activities + why we are doing these activities (benefits)	CFUs
	S3.E4.k	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3</i>		
	S3.E5.k Assessment and program planning	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3</i>		
	S3.E6.k Nutrition	Recognizes that food provides energy for physical activity	Hide the food activity Couch Potato Tag	Unhealthy vs Healthy food worksheet