

UNIT TITLE: HEALTH RELATED FITNESS AND PRINCIPLES OF TRAINING

INSTRUCTIONAL UNIT AUTHORS

East Grand School District

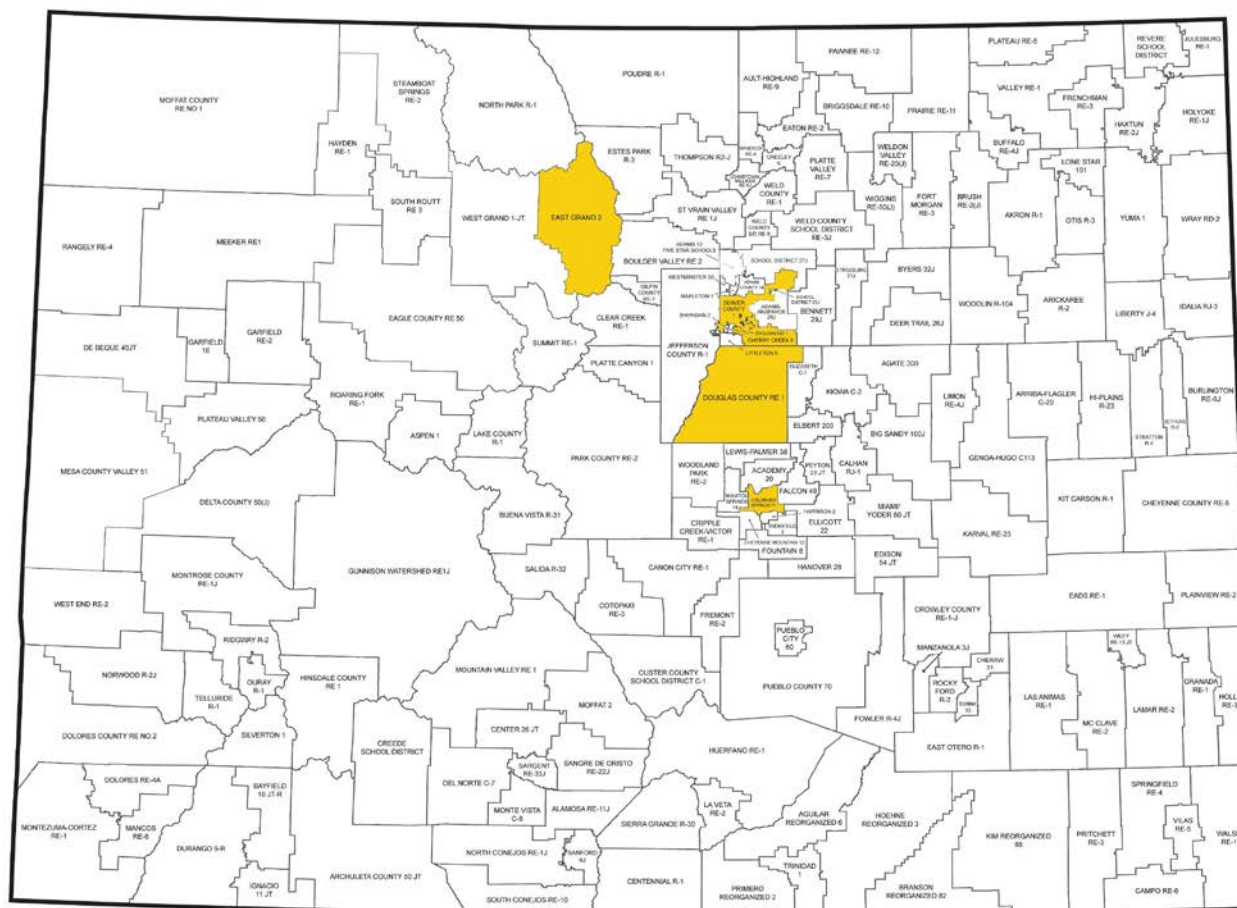
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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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Colorado's District Sample Curriculum Project

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.

Content Area	Physical Education	Grade Level	5 th Grade
Course Name/Course Code	Health Related Fitness and Principles of Training		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement Competence and Understanding	1. Demonstrate mature form for all basic locomotor, non-locomotor, manipulative, and rhythmic skills	PE09-GR.5-S.1-GLE.1	
	2. Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills	PE09-GR.5-S.1-GLE.2	
2. Physical and Personal Wellness	1. Understand and apply basic principles of training to improving physical fitness	PE09-GR.5-S.2-GLE.1	
	2. Demonstrate understanding of skill-related components of fitness and how they affect physical performance	PE09-GR.5-S.2-GLE.2	
	3. Connect the health-related fitness components to the body systems	PE09-GR.5-S.2-GLE.3	
3. Emotional and Social Wellness	1. Assess and take responsibility for personal behavior and stress management	PE09-GR.5-S.3-GLE.1	
	2. Choose to participate cooperatively and productively in group and individual physical activities	PE09-GR.5-S.3-GLE.2	
	3. Identify personal activity interests and abilities	09-GR.5-S.3-GLE.3	
4. Prevention and Risk Management	1. Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation	PE09-GR.5-S.4-GLE.1	
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 45%;"> <p style="text-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 style="width: 45%; text-align: center;"> </div> </div>			
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence	
Health Related Fitness and Principles of Training	Determined by the Teacher	Determined by the Teacher	

Unit Title	Health Related Fitness and Principles of Training		Length of Unit	Determined by the Teacher
Focusing Lens(es)	Fitness	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.5-S.1-GLE.1 PE09-GR.5-S.1-GLE.2 PE09-GR.5-S.2-GLE.3 PE09-GR.5-S.3-GLE.1 PE09-GR.5-S.3-GLE.2 PE09-GR.5-S.3-GLE.3 PE09-GR.5-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Which component of skill-related fitness is most important, and why? (PE09-GR.5-S.2-GLE.2-EO.a; IQ.2; RA.3; N.1) Which components of skill-related fitness do you like the most? (PE09-GR.5-S.2-GLE.2-EO.a; IQ.1; RA.3; N.1) What are all of the different ways that one can determine the intensity of an activity? (PE09-GR.5-S.2-GLE.1-EO.a,c,f,i,j,k; IQ.2; RA.2,4,5; N.1) 			
Unit Strands	Movement Competencies in Physical Education Prevention and Risk Management in Health Emotional and Social Wellness in Physical Education Physical and Personal Wellness in Physical Education			
Concepts	Documentation, Analysis, Explanation, Creativity, Differentiate, Determine, Demonstration, Identification, Training, Enhancement, Engagement, Response			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Identification of personal goals and demonstration of appropriate procedures for participation promotes healthy lifestyles. (PE09-GR.5-S.2-GLE.1-EO.a,c,f,i,j,k; IQ.2; RA.2,4,5; N.1)	What are the components of the S.M.A.R.T. principle?	Why is goal setting important?
Documentation and analysis of health related fitness and the effect it has on overall health enhances training efforts. (PE09-GR.5-S.2-GLE.2-EO.a; IQ.2; RA.3; N.1)	What are some things you could do to improve health related fitness?	Why is it beneficial to record your food consumption?
Differentiation of activities promotes and enhances the body's response to various activities, games, and sports. (PE09-GR.5-S.2-GLE.2-EO.a; IQ.2; RA.3; N.1)	How does performing a variety of exercises benefit your body?	Why does your body react in different ways to various activities, games and sports?

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Activities that work towards fitness goals (PE09-GR.5-S.1-GLE.2-EO.c) (PE09-GR.5-S.2-GLE.1-EO.b,h) (PE09-GR.5-S.3-GLE.1-EO. b) ● Food consumption (PE09-GR.5-S.2-GLE.1-EO.d) ● Accurate pulse information (PE09-GR.5-S.2,GLE.1-EO.a) ● Appropriate warm-up procedures (PE09-GR.5-S.2-GLE.3-EO.b) ● Intensity levels (PE09-GR.5-S.2-GLE.1-EO.c,k) ● Aerobic and anaerobic training zones (PE09-GR.5-S.2-GLE.1-EO.f,j) ● The importance of warm-up and cool down activities. (PE09-GR.5-S.4-GLE.1-EO.b,c) ● The importance of nutrition and hydration during physical activity. (PE09-GR.5-S.2-GLE.1-EO.e) (PE09-GR.5-S.2-GLE.2-EO.c) 	<ul style="list-style-type: none"> ● Analyze, create, and participate in activities that work towards fitness goals. (PE09-GR.5-S.1-GLE.2-EO.c) (PE09-GR.5-S.2-GLE.1-EO.b,h) (PE09-GR.5-S.3-GLE.1-EO. b) ● Record and analyze food consumption. (PE09-GR.5-S.2-GLE.1-EO.d) ● Accurately take pulse. (PE09-GR.5-S.2,GLE.1-EO.a) ● Demonstrate appropriate warm-up procedures (PE09-GR.5-S.2-GLE.3-EO.b) ● How to differentiate and determine intensity levels. (PE09-GR.5-S.2-GLE.1-EO.c,k) ● How to find training zones and identify whether it is aerobic and anaerobic. (PE09-GR.5-S.2-GLE.1-EO.f,j) ● Demonstrate the importance of warm-up and cool down activities. (PE09-GR.5-S.4-GLE.1-EO.b,c) ● Demonstrate the importance of nutrition and hydration during physical activity. (PE09-GR.5-S.2-GLE.1-EO.e) (PE09-GR.5-S.2-GLE.2-EO.c)

<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>Fitness will be improved by nutrition, goal setting and understanding of proper progression of training principles.</i></p>
<p>Academic Vocabulary:</p>	<p>Goals, Identify, Physical activity, Nutrition, Intensity, Dehydration</p>
<p>Technical Vocabulary:</p>	<p>Aerobic, Anaerobic, Training zone, Warm-up, Cool-down, Health related fitness</p>

Unit Description:	The unit provides opportunities for the students to enhance their understanding of relationship between Health Related Fitness and physical performance. These developed skills will potentially include developing and designing health related fitness goals, analyzing food consumption, accurately taking pulse, and demonstration of warm up and cool down procedures, differentiating intensity levels, identifying training zones and demonstrating appropriate nutrition and hydration during physical activity. The ultimate goal will be for the students of have an understanding and appreciation of health related fitness and the effect it has on overall health. The unit culminates with students taking on the role of a Ninja Warrior coach to create a training plan for a potential Ninja Warrior athlete.
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:	Demonstration and analysis of health related fitness and the effect it has on overall health enhances training efforts.
Supporting Generalizations:	Identification of personal goals and demonstration of appropriate procedures for participation promotes healthy lifestyles
	Differentiation of activities promotes and enhances the body's response to various activities, games, and sports.

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Demonstration and analysis of health related fitness and the effect it has on overall health enhances training efforts.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	<p>You and your peers have been tasked with the challenge of coaching Ninja Warriors for the popular television show, American Ninja Warrior. Your Ninja Warrior has come to you with multiple struggles, your job is to analyze what health related fitness components they will need to focus their training efforts and create three training activities which will help them be more successful.</p> <p>Possible Ninja Warriors scenarios may be:</p> <p>Ninja 1: Gets exhausted half way through their training sessions, can't catch their breath and struggles to complete the course.</p>

	<p>They often get injured in training and feel uncomfortable moving in a large range of motion. This athlete has a hard time doing obstacles where they have to support their body weight, and have complained of all their clothes fitting tight.</p> <p>Ninja 2: Gets exhausted half way through their training sessions, can't catch their breath and struggles to complete the course. This athlete can jump short distances many times but can't seem to jump very far. They often get injured in training and feel uncomfortable moving in a large range of motion.</p> <p>As a coach your role is to:</p> <ol style="list-style-type: none"> 1. Analyze and determine the areas of health related fitness your Ninja needs to improve. 2. Design a training activity to improve each weak area of health related fitness. 3. Document your training activities for your athlete either by drawing a diagram of activity, videoing your activity or writing a description of your activity.
<p>Product/Evidence: (Expected product from students)</p>	<p>The students will work with a partner or individually as a coach for a Ninja Warrior. They will design a training program consisting of three training activities/stations e.g. {cardiorespiratory endurance (jumping jacks, running, jumping rope), flexibility (dynamic stretches, yoga), muscular strength (burpees, squats, push-ups, sit-ups), muscular endurance (wall sit, plank), body composition (building healthy MyPlate, food/exercise balance)}. Students will document their activities by either drawing a diagram, videoing their activity or writing a description of their activity.</p>
<p>Differentiation: (Multiple modes for student expression)</p>	<p>Students may:</p> <ul style="list-style-type: none"> ● work with a partner to develop product ● share a role with a partner ● modify the challenges ● discuss their activities one on one with the teacher

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
<p><i>The Monster Health Book A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids</i> by Edward Miller (Illustrator) (Lexile level 880)</p>	<p><i>Ninjas and Samurai: A Nonfiction Companion to Magic Tree House #5: Night of the Ninjas (Magic Tree House (R) Fact Tracker)</i> by Mary Pope Osborne and Natalie Pope Boyce (Lexile level 830)</p> <p><i>Blood Ninja</i> by Nick Lake (Lexile level 870)</p> <p><i>Stupid Fast (Felton Reinstein trilogy)</i> by Geoff Herbach (Lexile level 670)</p>

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think like/work like a Ninja Warrior to train for upcoming American Ninja Warrior course. Goal Setting	Teacher Resources:	http://kidshealth.org/en/parents/exercise.html (Kids Health) https://sites.google.com/a/isd271.org/mr-hopkins-physical-education/class-news/ridgeviewninjawarriorcourse (Sample elementary PE Ninja Warrior course) https://www.youtube.com/watch?v=boNy3aiealQ&index=1&list=PLGS-YpNYBNvdFwPLVea62Hq00FpNEVPby (American Ninja Warrior field day)
			Student Resources:	https://www.youtube.com/watch?v=Weg-cnecgH4 (YouTube American Ninja Warrior video) https://www.youtube.com/watch?v=8LRWwgI7sjQ (YouTube American Ninja Warrior video)
	Skills:	Analyze, create, and participate in activities that work toward fitness goals.	Assessment:	Students will create activities that work toward fitness goals.
2.	Description:	Think like/work like a coach for Ninja Warriors to set up an appropriate training sessions. Nutrition	Teacher Resources:	http://www.timescall.com/news/longmont-schools/ci_26779455/longmonts-eagle-crest-elementary-lesson-inspired-by-american (Lesson inspired by American Ninja Warrior) https://fit4schools.sanfordfit.org/courses/fit/topics/food_is_fuel (Five lessons with resources and slide shows addressing Food is Fuel) http://discoverykids.com/articles/water-vs-diet-soda/ (What is the best thing to drink after exercise?)
			Student Resources:	http://www.kidsfoodjournal.com/students.html (Kids food journal) http://www.sanfordfit.org/assets/pdfs/fitMarathonActivityTracker.pdf (Healthy Choices Tracker) http://shk-images.s3.amazonaws.com/wp-content/uploads/2014/07/NFS_Eating_Before_Exercise.pdf (Eating Before The Big Game) http://shk-images.s3.amazonaws.com/wp-content/uploads/2014/07/NFS_Eating_for_Recovery.pdf (What to eat for recovery, after The Big Game)
	Skills:	Record and analyze food consumption. Demonstrate the importance of nutrition and hydration during physical activity	Assessment:	Students will periodically record nutrition intake in a journal.
3.	Description:	Think like/work like a coach for Ninja Warriors to set up an appropriate training sessions. Principles of Fitness	Teacher Resources:	http://classroom.kidshealth.org/classroom/3to5/body/systems/cardiovascular_handout1.pdf (Heart rate data table) https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjytf1vtTRAhVE3mMKHX6tAZQQjRwIBw&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F420945896394858301%2F&psig=AFQjCNG7D31rh0mvopidx_BTNVqUESUEBg&ust=1485131175168012 (Intensity Chart)

			https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwj-w--tv9TRAhUDS2MKHaTkCsgQjRwIBw&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F575968239819811734%2F&psig=AFQjCNG7D31rh0mvopjdx_BTNVqUESUEBg&ust=1485131175168012 (Rating of Perceived Exertion Chart)
		Student Resources:	https://docs.google.com/presentation/d/16YD3I5aC6Qkv3n7RpBqQpfehuLjYSi71uxOMjBjwmG0/edit?usp=sharing (Principles of Fitness Slideshow with fun videos)
Skills:	How to differentiate and determine intensity levels. How to find training zones and identify whether it is aerobic and anaerobic.	Assessment:	Students will monitor intensity levels by using variety of modes e.g.(heart rate monitors, palpate, perceived level of exertion, step counters.)

Prior Knowledge and Experiences

The learning experiences build upon a presumed student working knowledge of nutrition, health and fitness such as (e.g. five components of health related fitness, FITT principle, heart rate principles, body adapting to workload, moderate to vigorous physical activity, 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, determining training zones, nutritional choices and overall health.

Learning Experience # 1

The teacher may present an American Ninja Warrior video and obstacle course. So that students can compare and contrast American Ninja Warriors' health related fitness to their own health related fitness.

Generalization Connection(s):	Documentation and analysis of health related fitness and the effect it has on overall health enhances training efforts.	
Teacher Resources:	http://www.gophersport.com/blogentry/obstacle-course (General ideas and importance of obstacle courses. Article.) https://www.youtube.com/watch?v=PCUqTlwpik (Sample video of an obstacle course in PE.) http://www.swww.com/blog/obstacle-course-for-pe-class-grades-k-6/ (Sample video and article of an obstacle course in PE.) https://www.youtube.com/watch?v=SETY4i-CFv0 (Instructional video on making an obstacle course.)	
Student Resources:	https://www.youtube.com/watch?v=Weg-cnecgH4 (Video clip of American Ninja Warrior female.) https://www.youtube.com/watch?v=XfZFuw7a13E (Video clip of American Ninja Warrior female.) https://www.youtube.com/watch?v=Ex9JxKtpHps (Video clip of American Ninja Warrior male.) https://www.youtube.com/watch?v=kJe2HNZYqgo (Video clip of American Ninja Warrior male.)	
Assessment:	Students will observe American Ninja Warrior segment and participate in a obstacle course (Ninja Warrior Course.) Students will reflect with a partner by comparing and contrasting the American Ninja Warriors' health related fitness to their own health related fitness.	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may: <ul style="list-style-type: none"> ● vary the size of groups ● provide greater parameters for activity 	Students may: <ul style="list-style-type: none"> ● discuss reflection one on one with teacher ● work in pairs or individually
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● vary the size of the groups ● provide fewer parameters for activity 	Students may: <ul style="list-style-type: none"> ● work in larger groups ● work with greater independence
Critical Content:	<ul style="list-style-type: none"> ● Activities that work toward fitness goals 	
Key Skills:	<ul style="list-style-type: none"> ● Analyze, create, and participate in activities that work towards fitness goals. 	
Critical Language:	Analyze, Create, Participate	

Learning Experience # 2

The teacher may provide a variety of activities e.g.(Health Related Fitness Tag, Health Related Fitness Stations, Fitness testing, record and analyze food consumption, warm up and cool down.) so the students will apply the concepts of health related fitness to exercise and lifestyle choices.

Generalization Connection(s):	Documentation and analysis of health related fitness and the effect it has on overall health enhances training efforts	
Teacher Resources:	https://docs.google.com/document/d/1JvDwOA6hnFBFEecOcmI7aUK_mW3vSalqy5Qdl_ahdSc/copy (Health related fitness tag, skill related fitness tag https://aahperd.confex.com/aahperd/2014/webprogram/Handout/Session58910/Kestell.%20Eie%20PE%20TOY.Playing%20with%20Technology.QR%20Code%20Pursuit!.docx (Health related fitness stations) https://www.youtube.com/watch?v=GjqpDclyxD4 (Health related fitness instructional video)	
Student Resources:	https://docs.google.com/document/d/1ZwaR2C5yL8BnL3U5HpODu6sp3hHJ3WJjwO5Wm1Yrj8g/edit?usp=sharing (Instructional slideshows with videos.)	
Assessment:	Students will participate in a variety of activities e.g.(Health Related Fitness Tag, Health Related Fitness Stations, Fitness testing, record and analyze food consumption, warm up and cool down.) Students will create exercises/lifestyle choices which target each component of health related fitness.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● vary the size of groups ● provide greater parameters for activity 	Students may: <ul style="list-style-type: none"> ● discuss one on one with teacher ● work in pairs or individually
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

	The teacher may: <ul style="list-style-type: none"> ● vary the size of the groups ● provide fewer parameters for activity 	Students may: <ul style="list-style-type: none"> ● work in larger groups ● work with greater independence
Critical Content:	<ul style="list-style-type: none"> ● Food consumption ● Warm-up procedures ● Warm-up ● Cool Down ● Nutrition ● Hydration 	
Key Skills:	<ul style="list-style-type: none"> ● Record and analyze food consumption. ● Demonstrate appropriate warm-up procedures. ● Demonstrate the importance of warm-up and cool down activities. ● Demonstrate the importance of nutrition and hydration during physical activity. 	
Critical Language:	Physical activity, Nutrition, Dehydration, Warm-up, Cool down, Health related fitness	

Learning Experience # 3

The teacher may provide the question, “How might a child improve one of the health related fitness components?” so the students may self reflect on personal fitness and design individual SMART goal.

Generalization Connection(s):	Identification of personal goals and demonstration of appropriate procedures for participation promotes healthy lifestyles	
Teacher Resources:	https://www.youtube.com/watch?v=1-SvuFIQjk8 (Video on SMART Goals) https://www.youtube.com/watch?v=R9xMTGjsZPo (Video on setting SMART Goals) http://www.cde.ca.gov/ta/tg/pf/ (List of possible tests)	
Student Resources:	https://www.schooltube.com/video/41e9ab308deeac497c28/Fitnessgram%20Instructional%20Video (Fitness gram Instructional video) https://www.youtube.com/watch?v=R9xMTGjsZPo (Video on setting SMART Goals) https://www.youtube.com/watch?v=0nap_Gx5v-4 (Cartoon video on healthy living) https://www.youtube.com/watch?v=qY1avLBQJ7k (Video on healthy eating.) https://www.youtube.com/watch?v=cGyOcNvKeA8 (Video on the 5 Components of Health Related Fitness) https://www.pinterest.com/pin/333055334928655121/ (Fitness Record and Goal Setting Sheet)	
Assessment:	The students will analyze their personal fitness scores, determining strengths and weaknesses. The student will identify one personal SMART goal based on their analysis.	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may: <ul style="list-style-type: none"> ● vary the size of groups ● provide greater parameters for activity ● provide example data on hypothetical student 	Students may: <ul style="list-style-type: none"> ● discuss one on one with teacher ● work in pairs or individually ● analyze hypothetical student data
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● vary the size of the groups ● provide fewer parameters for activity ● provide example data on hypothetical student 	Students may: <ul style="list-style-type: none"> ● work in larger groups ● work with greater independence ● analyze hypothetical student data
Critical Content:	<ul style="list-style-type: none"> ● fitness goals, food consumption, 	
Key Skills:	<ul style="list-style-type: none"> ● Analyze, create, and participate in activities that work towards fitness goals. ● Record and analyze food consumption. 	
Critical Language:	Goals, Identify, Physical activity, Nutrition, Health related fitness	

Learning Experience # 4		
The teacher may provide the students with multiple aerobic and anaerobic activities e.g. (tag games with various locomotor skills, fitness stations) with varying intensity levels so the students may monitor their changing intensity and heart rate levels.		
Generalization Connection(s):	Differentiation of activities promotes and enhances the body's response to various activities, games, and sports.	
Teacher Resources:	http://classroom.kidshhealth.org/classroom/3to5/body/systems/cardiovascular_handout1.pdf (heart rate data table) https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjygtf1vtTRAhVE3mMKHX6tAZQQjRwIBw&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F420945896394858301%2F&psig=AFQjCNG7D31rh0mvopjdx_BTNVqUESUEBg&ust=1485131175168012 (Intensity Chart) https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEw-jw--tv9TRAhUDS2MKHaTkCsgQjRwIBw&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F575968239819811734%2F&psig=AFQjCNG7D31rh0mvopjdx_BTNVqUESUEBg&ust=1485131175168012 (Rating of Perceived Exertion Chart)	
Student Resources:	https://www.youtube.com/watch?v=tF9-jLZNM10 (YouTube video How to Feel Your Heart) https://www.youtube.com/watch?v=W5K_HR6hMY (YouTube video How to Take Pulse)	
Assessment:	The students will investigate physical activities altering heart rates/intensity e.g.(walking, sprinting, bear crawl, skipping, burpees) in order to determine their target heart rate/training zone.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● vary the size of groups ● provide greater parameters for activity 	Students may: <ul style="list-style-type: none"> ● discuss one on one with teacher ● work in pairs or individually

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● vary the size of the groups ● provide fewer parameters for activity 	Students may: <ul style="list-style-type: none"> ● work in larger groups ● work with greater independence
Critical Content:	<ul style="list-style-type: none"> ● Take pulse ● Intensity levels ● training zones ● aerobic and anaerobic 	
Key Skills:	<ul style="list-style-type: none"> ● Accurately take pulse. ● How to differentiate and determine intensity levels. ● How to find training zones and identify whether it is aerobic and anaerobic. 	
Critical Language:	Physical activity, Intensity, Aerobic, Anaerobic, Training zone	

Learning Experience # 5		
The teacher provides a scenario e.g. (“You and your partner are an American Ninja Warrior course designers, you will create one feature of a course. The feature will need to highlight the assigned health related fitness component”) so students may apply their understanding of health related fitness and the physical activities that improve them.		
Generalization Connection(s):	Documentation and analysis of health related fitness and the effect it has on overall health enhances training efforts.	
Teacher Resources:	https://www.youtube.com/watch?v=Weg-cnecgH4 (YouTube American Ninja Warrior video) https://www.youtube.com/watch?v=8LRWwgl7sjQ (YouTube American Ninja Warrior video)	
Student Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9838#.WlQBiRsrK01 (Peer Assessment worksheet) https://www.youtube.com/watch?v=Weg-cnecgH4 (YouTube American Ninja Warrior video) https://www.youtube.com/watch?v=8LRWwgl7sjQ (YouTube American Ninja Warrior video)	
Assessment:	The students will design an American Ninja Warrior feature e.g.(jumping from one obstacle to another without touching ground, walking in plank position for a distance, crab-walk over obstacle without touching) which addresses their assigned health related fitness component e.g.(cardiorespiratory endurance, muscle strength, muscle endurance, flexibility, and body composition) with provided equipment e.g.(cones, mat, poly spots, hurdles, jump rope, step aerobic blocks.) The feature must also be created to challenge students at a moderate to vigorous intensity level. Upon completion of feature creation, student groups may invite another student group to participate and provide feedback.	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

(Multiple means for students to access content and multiple modes for student to express understanding.)	<p>The teacher may:</p> <ul style="list-style-type: none"> ● vary the size of groups ● provide greater parameters for activity ● provide an example activity 	<p>The student may:</p> <ul style="list-style-type: none"> ● discuss one on one with teacher ● work in pairs or individually ● reference an example
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>The teacher may:</p> <ul style="list-style-type: none"> ● vary the size of the groups ● provide fewer parameters for activity ● provide more in depth instruction 	<p>The student may:</p> <ul style="list-style-type: none"> ● work in larger groups ● work with greater independence ● reference more detailed designs
Critical Content:	<ul style="list-style-type: none"> ● activities that work toward fitness goals ● pulse ● intensity levels ● aerobic/anaerobic ● training zone 	
Key Skills:	<ul style="list-style-type: none"> ● Analyze, create, and participate in activities that work toward fitness goals ● Accurately take pulse ● How to differentiate and determine intensity levels ● How to find training zones and identify whether it is aerobic or anaerobic 	
Critical Language:	Identify, Physical activity, Intensity, Training zone, Health related fitness	