

# Full Year Middle/High School P.E. Preview



~ Helping teens build a foundation towards  
lifelong active living ~



# Health Education Today



## Why Choose Health Education Today?

### Skills

- To help your teens develop the skills and knowledge needed to prioritize lifelong fitness and well-being.

### Content

- To have relevant, fun, inspiring, evidence-based standards and developmentally appropriate lessons.

### Ease of Use

- For an editable program where you can choose to print or work online; using step-by-step directions and PowerPoints for visual student lessons!

**National Board-Certified Teachers  
with Masters of Education Degrees  
and 60+ years of experience** teaching  
K-12 PE & Health, with collegiate  
athletic and coaching experience!

Experience  
is the best  
teacher!

Created by  
Master Teachers!



A family of  
educators,  
for educators.

# Real Teachers' Reviews Endorse this Program:

- ❖ “Love it! Made my planning easy!”
- ❖ “Awesome curriculum!” "I LOVE THIS!"
- ❖ “It has made my life as a teacher so much easier. I am lucky I found such a great product.”
- ❖ “Wow! I LOVE this seller’s products...
- ❖ Purchased her P.E. curriculum and I LOVE it.”
- ❖ “It is amazingly organized with great ideas.”
- ❖ “...So easy to set up and follow.”



# The Program Meets P.E. Standards:

## Aligned to National, Common Core, and WA State Standards!

### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects | ELA College and Career Anchor Standards

<http://www.corestandards.org/ELA-Literacy/>

	Writing Grades 9/10	ELA College and Career Anchor Standards for Writing
1	Write arguments focused on discipline-specific content.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.
3	Incorporate narrative elements effectively into arguments and informative/ explanatory texts. <i>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or can replicate them and (possibly) produce clear and coherent writing for the development, organization, and task, purpose, and audience.</i>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
4	Produce clear and coherent writing for the development, organization, and task, purpose, and audience.	

	Reading Grades 6-8
1	Cite specific textual evidence to support analysis of science and technical texts.
2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
10	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.



### Moving into the Future: National Standards for Physical Education, 2nd Edition

<http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>

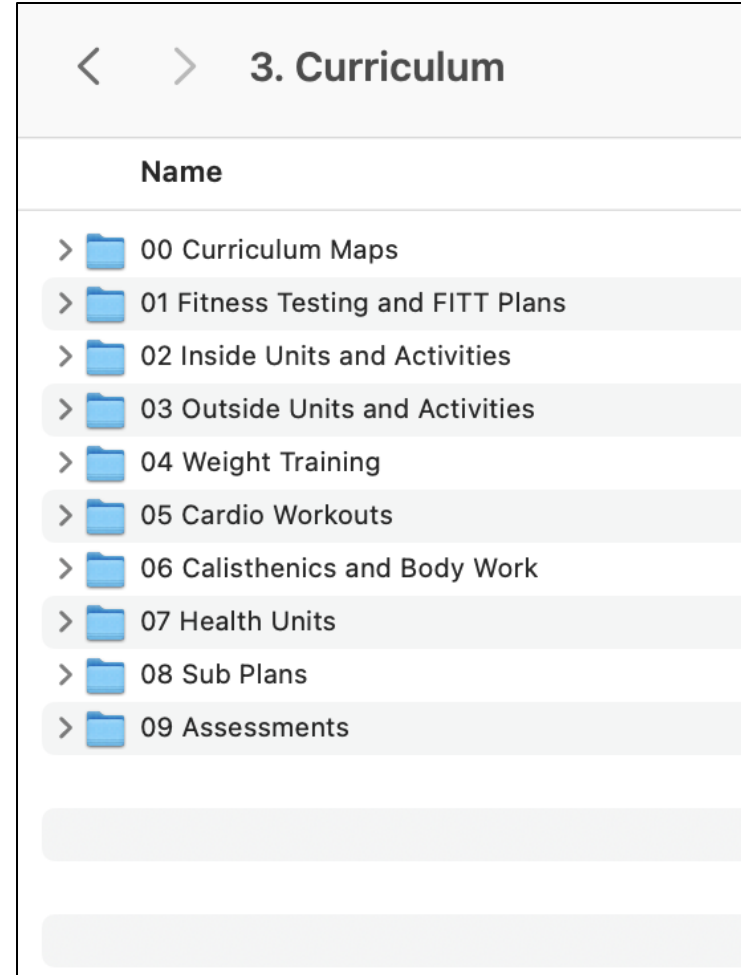
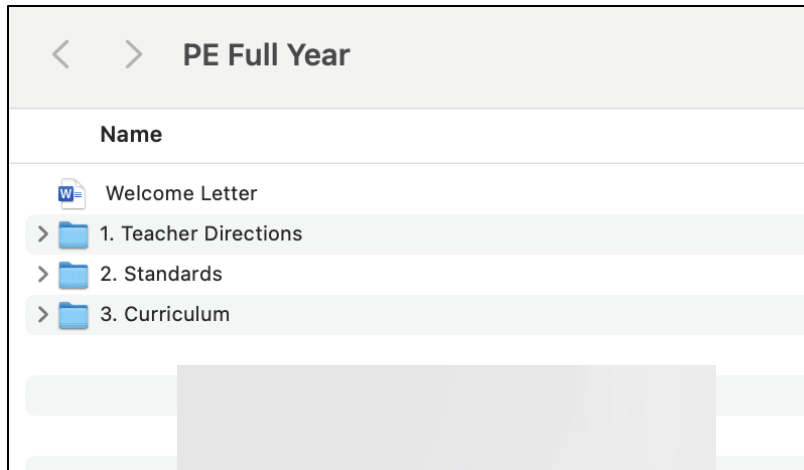
- Standard 1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2** - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3** - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.**

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Topics:	Grade Level and Standards:	Add in Your State Standards Here:	How This Program Meets Standards:
1. Games and Sports	<p><b>Year 1:</b> Demonstrate competency in activity-specific movement skills in two or more games and sports (invasion, net/wall, field/striking, target). PE1.1.HS1</p> <p>Refine activity-specific movement skills in two or more games and sports (invasion, net/wall, field/striking, target). PE1.1.HS2</p> <p><b>Year 2:</b> Refine activity-specific movement skills in two or more games and sports (invasion, net/wall, field/striking, target). PE1.1.HS2</p>		<p>-Met in several units; such as: soccer, football, basketball</p> <p>- Met in several units; such as volleyball and floor hockey</p> <p>-Met in several units; such as: soccer, football, basketball</p>
2. Individual-Performance Activities	<p><b>Year 1:</b> Demonstrate competency in activity-specific movement skills in two or more individual-performance activities. PE1.2.HS1</p> <p><b>Year 2:</b> Refine activity-specific movement skills in two or more PE1.2.HS2</p>		<p>-Met in several units; such as: tennis, badminton, pickleball</p> <p>-Met in several units; such as: tennis, badminton, pickleball</p>

# File Organization:






# Standards-Based:

## Day 4: Football Games

Fill in **your**  
Standards

National  
Standards

National Standards Met: Nat. P.E. Standard 1,2,4,5	Common Core Standards Met: Reading 3	My State Standards Met:
 <b>Equipment Needed:</b>	 <b>How Many:</b>	 <b>Directions:</b>
Footballs	1 for each team	Footballs
Plays Sheets (Print front to back and laminate if possible) See below	1 for each team	Plays Sheets (Print front to back and laminate if possible) See below
-1 or 2 flags for each student	Bring flag sack	-1 or 2 flags for each student



Common  
Core

State Standards

# Curriculum Map:

Week 1: Begin Term Fitness Testing	Monday	Tuesday	Wednesday Fitness/Game Day	Thursday	Friday	Document Location:
	Day 1: 1) Introduction <sup>7</sup> 2) Choice Survey <sup>7</sup> 3) Rules/Parent Permission Letter <sup>7</sup> 4) Mission Impossible Game <sup>2</sup>	Bring Uniforms Yoga and Stretching <sup>3</sup> P.E. Syllabus sent home to be signed and returned <sup>7</sup> Mission Impossible Game <sup>3</sup>	Bring Uniforms Heart Rate Lesson and Walk for Fitness <sup>1</sup>	Bring Uniform Olympics Stations <sup>3</sup> Cooperative Games <sup>2</sup>	Fitness Testing <sup>5</sup> Curl ups and Pull Ups or Flexed Arm Hand Combatives Day <sup>2</sup>	1-Fitness Doc in Folder 2-Games Doc in Folder 3-Calisthenics Doc in Folder 4-Alternate Choices Doc in Folder 5- Main Folder/ 3. Curriculum Folder/Fitness Testing Folder 6- Main Folder/ 3. Curriculum Folder/Fitness Testing Folder / FITT Plans Folder 7- Main Folder/Teacher Directions Folder/ Organizing Documents 8-Main Folder/ 3. Curriculum Folder/ Assessments
Week 2: Fitness Testing	Monday	Tuesday	Wednesday Fitness/Game Day	Thursday	Friday	
	Fitness Testing <sup>5</sup> Shuttle Run/or Pacer Sit and Reach	Fitness Testing <sup>5</sup> Mile Run/Walk Stretching	Walk for Fitness <sup>1</sup>	Heart Rate Lesson <sup>5</sup> Frisbee Skills/Ulimate Frisbee <sup>2</sup>	Ultimate Frisbee <sup>2</sup>	
Week 3: Soccer	Monday	Tuesday	Wednesday Fitness/Game Day	Thursday	Friday	
	Dribbling, Trapping, Throw in Drills Tunnel Soccer Game	Goal Keeping, Dribble, Pass, Shoot Drill, Make it a Game	Fitness/Game Day <sup>1+2</sup>	Trapping, heading drills, 4 on 4 Games	Game Rules and positions, game play	
Week 4: Soccer	Monday	Tuesday	Wednesday Fitness/Game Day	Thursday	Friday	Document Location:
	Soccer Game Play	Soccer Game Play	Fitness/Game Day <sup>1+2</sup>	Soccer Game Play Soccer Study Guide Alternate Choices <sup>4</sup>	Soccer Game Play Alternate Choices <sup>4</sup>	1-Fitness Doc in Folder 2-Games Doc in Folder 3-Calisthenics Doc in Folder 4-Alternate Choices Doc in Folder 5- Main Folder/ 3. Curriculum Folder/Fitness Testing Folder 6- Main Folder/ 3. Curriculum Folder/Fitness Testing Folder / FITT Plans Folder 7- Main Folder/Teacher Directions Folder/ Organizing Documents 8-Main Folder/ 3. Curriculum Folder/ Assessments
Week 5: Cornhole	Monday	Tuesday	Wednesday Fitness/Game Day	Thursday	Friday	
	Cornhole skills and form, play without scoring	Cornhole scoring and games	Fitness/Game Day <sup>1+2</sup>	Cornhole scoring and games/Class tournament	Cornhole scoring and games/Class tournament	
Week 6: Tennis	Monday	Tuesday	Wednesday Fitness/Game Day	Thursday	Friday	
	Court rules, forehand, drill, backhand, drills, rally	Serving, drill, scoring, games	Fitness/Game Day <sup>1+2</sup>	Game Play	Start Round Robin Tournament Play	
Week 7: Tennis	Monday	Tuesday	Wednesday Fitness/Game Day	Thursday	Friday	
	Advanced skill practice- lobs, drive, volley, spins. Round Robin Tournament Play	Round Robin Tournament Play	Fitness/Game Day <sup>1+2</sup>	Video Instruction, Round Robin Tournament Play	Round Robin Tournament Play Alternate Choices <sup>4</sup>	

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**Walks you through the year!**

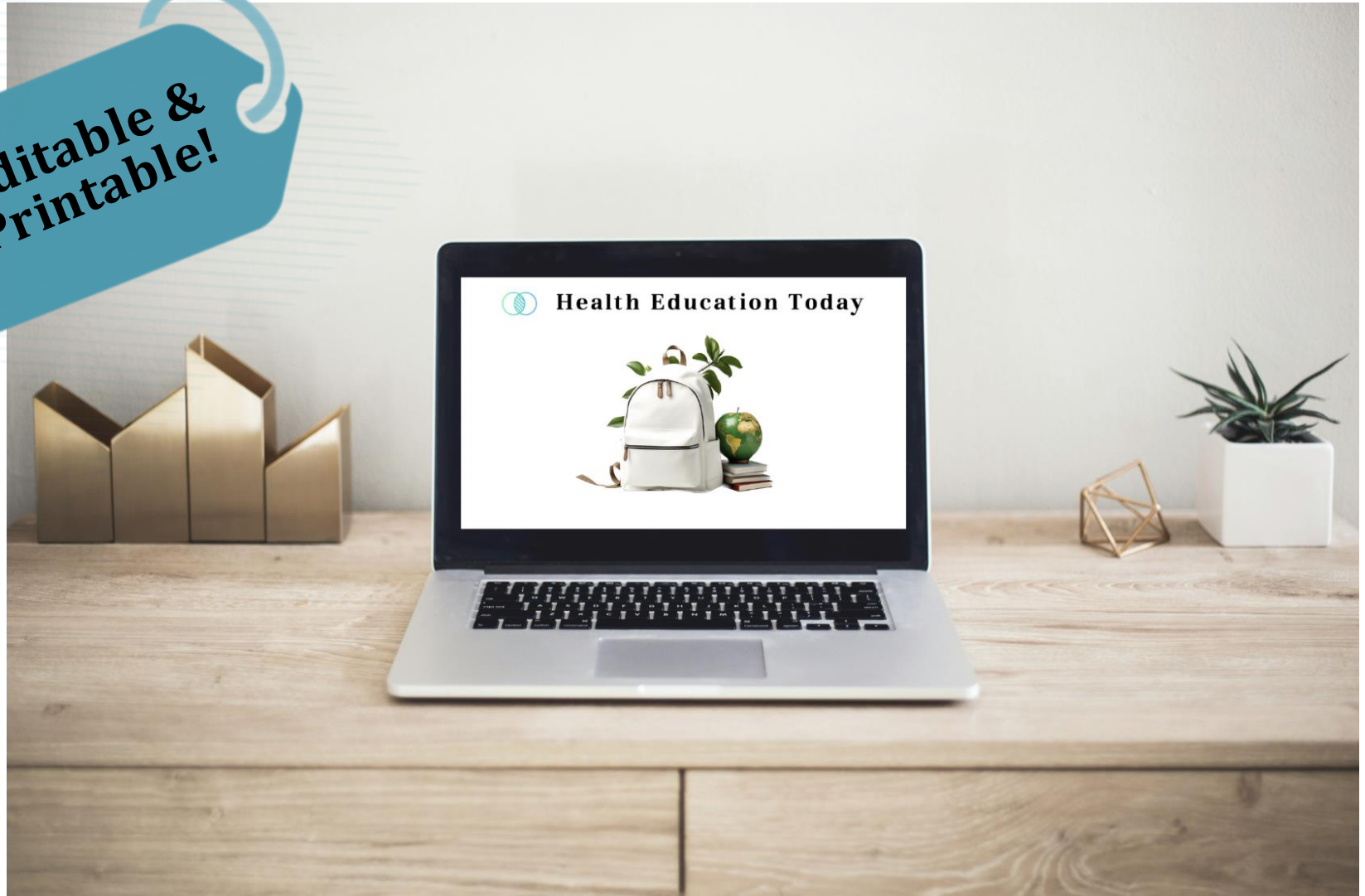
# Step-by-step Teacher Directions



**Your Lesson Planning is Done!**

# A Glimpse of the 19 Units:

**Editable &  
Printable!**



# VOLLEYBALL



6th - 12th Grade: PE Unit

# BASKETBALL



6th - 12th Grade: PE Unit

# FLAG FOOTBALL



6th - 12th Grade: PE Unit

# SOCCER



6th - 12th Grade: PE Unit

# BADMINTON



6th - 12th Grade: PE Unit

# SOFTBALL



6th - 12th Grade: PE Unit

Volleyball: 4 Weeks

Soccer: 2 Weeks

Basketball: 3 Weeks

Badminton: 3 Weeks

Flag Football: 3 Weeks

Softball: 2 Weeks

## WEIGHT ROOM STRENGTH & CONDITIONING



6th - 12th Grade: PE Unit

## TENNIS



6th - 12th Grade: PE Unit

## LACROSSE



6th - 12th Grade: PE Unit

## BACKYARD GAMES



6th - 12th Grade: PE Unit

## FIELD HOCKEY



6th - 12th Grade: PE Unit

## PICKLEBALL



6th - 12th Grade: PE Unit

Wt. Training: **Full Semester**

Tennis: **2 Weeks**

Lacrosse: **2 Weeks**

Backyard Games: **2 Weeks**

Field Hockey: **2 Weeks**

Pickleball: **3 Weeks**

## FITNESS AEROBICS



6th - 12th Grade: PE Unit

## FRISBEE



6th - 12th Grade: PE Unit

## DANCE



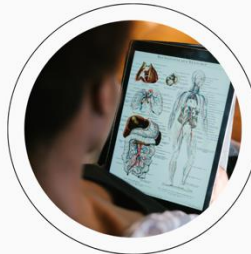
6th - 12th Grade: PE Unit

## NUTRITION



High School Health Unit

## BODY SYSTEMS



High School Health Unit

## FIRST AID



High School Health Unit

**Aerobics: 3 Weeks**

**Frisbee: 2 Weeks**

**Dance: 2 Weeks**

**Nutrition: 4 Weeks**

**Body Systems: 2 Weeks**

**First Aid/CPR: 3 Weeks**

# Plus, so much more to choose from!!

< > 01 Fitness Testing	
Name	
	01 Both Pres or FitGram Directions.docx
	01 Both Pres or FitGram Directions.pdf
>	02 FitnessGram
>	03 Presidential
>	04 Heart Rate Lesson
>	05 Fitt Plans
	06 Pacer Test.docx
	06 Pacer Test.pdf

< > 02 Inside Units and Activities	
Name	
	00 Warm Ups and Stretching ALL UNITS.pptx
>	Aerobic Fitness
>	Badminton
>	Basketball
>	Bowling
>	Cooperative Games
>	Dance
>	Floor Hockey
>	Handball Speedball
>	Heart Rate Lesson
>	Jump Rope
>	More Organized Games
	Physical Literacy Unit Check List.docx
	Physical Literacy Unit Check List.pdf
>	Pickleball
>	Ping Pong
>	Racquet Sports Elective
>	Set Gym Up As Sports Club
>	Volleyball
	Ways to Group Students.docx
	Ways to Group Students.pdf

< > 03 Outside Units and Activities	
Name	
>	Back Yard Games
>	Field Hockey
>	Flag Football
>	Four Square
>	Frisbee Unit and Games
>	Heart Rate Lesson
>	Jump Rope
>	Kick Ball
	More Outside PE Units List.docx
	More Outside PE Units List.pdf
	Physical Literacy Unit Check List.docx
	Physical Literacy Unit Check List.pdf
>	Pickleball on Tennis Courts
>	Sand Volleyball
>	Soccer
>	Soft Lacrosse Unit
>	Softball
>	Tennis
	Ways to Group Students.docx

< > 04 Weight Training	
Name	
	00 Teacher Directions Wt Training.docx
	00 Teacher Directions Wt Training.pdf
>	00 Wt Training Handbook
>	01 Several Weight Room Workouts
>	02 Strength and Endurance Docs
>	03 Warm Ups and Stretches
>	04 Day By Day Wt Training Lessons
>	05 Free Weights Routines
>	06 Record Sheets
>	07 Strength and Conditioning
>	08 Set Gym Up As Sports Club
>	09 Fitt Plans Folder
>	10 Risk Assessment Survey
>	11 Muscle Anatomy Quizzes

< > 05 Cardio Workouts	
Name	
	00 All Cardio Workouts One Document.docx
	00 All Cardio Workouts One Document.pdf
	01 YouTube Videos.docx
	01 YouTube Videos.pdf

< > Assessments	
Name	
	00 Units and All Assessments List.docx
	00 Units and All Assessments List.pdf
	00 Where to Find Written Assessments.docx
	00 Where to Find Written Assessments.pdf
	01 Health and Fitness Test and Review.docx
	01 Health and Fitness Test and Review.pdf
	02 Fitness Testing FitnessGram.docx
	02 Fitness Testing FitnessGram.pdf
	03 Fitness Testing Presidents Tests.docx
	03 Fitness Testing Presidents Tests.pdf
	04 Grading Standards Sheet.pdf
	05 Health Nutrition Family Medical History.docx
	05 Health Nutrition Family Medical History.pdf
	06 Health Unit Body Systems Unit Tests and Keys.docx
	06 Health Unit Body Systems Unit Tests and Keys.pdf
	07 Health Unit Nutrition Test Review and Keys.docx
	07 Health Unit Nutrition Test Review and Keys.pdf
	08 Healthy Eating for Life Survey.docx
	08 Healthy Eating for Life Survey.pdf
	09 How Healthy Are You Eating Survey.docx
	09 How Healthy Are You Eating Survey.pdf
	10 Muscles Quiz Study Sheet.docx
	10 Muscles Quiz Study Sheet.pdf
	11 Muscles Quiz.docx
	11 Muscles Quiz.pdf
	12 Peer Grading Sheet.docx
	12 Peer Grading Sheet.pdf
	13 Risk Assessment Survey.docx
	13 Risk Assessment Survey.pdf
	14 Teacher Grading Sheet.docx
	14 Teacher Grading Sheet.pdf
>	15 Unit Assessments for PE

< > 06 Calisthenics and Body Work	
Name	
>	01 Full Body Workout
>	02 Best Ab Exercises
>	03 Warm Ups and Stretches
>	04 Resistance Bands
>	05 Medicine Ball
>	06 Physio Ball
>	07 Yoga
>	08 Barre
>	09 Summer Olympic PE Stations
>	10 Optional Workout Videos
	11 Fifty Bodyweight Exercises You Can Do Anywhere.docx
	11 Fifty Bodyweight Exercises You Can Do Anywhere.pdf
>	12 Set Gym Up As Sports Club
>	13 Workout Videos

# ✓ No Prep Day-by-Day Lessons:

## Day 2: Soccer Skills and Drills

National Standards Met: Nat. P.E. Standard 1.2.4.5	Common Core Standards Met:	My State Standards Met:
<b>Equipment Needed:</b>	<b>How Many:</b>	<b>Directions:</b>
Cones	2 for each squad/group	
Pinnies	Bring out the pinnie bag	
8 soccer balls	8	

### Today's Instructions

#### 1. Warm-Up and Stretching

- Start with a cardio warm-up and dynamic stretching. Refer to the warm-up ideas provided earlier in this unit or in the main folder.
- Conclude the lesson with additional stretching exercises.

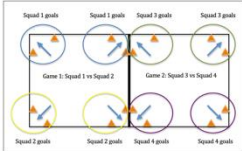
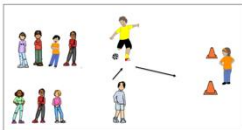
#### 2. Goalkeeping Techniques

- Instruction:** Have students sit on the grass for this segment. Discuss key goalkeeping skills. Refer to [Goalkeeping Techniques](#) for additional resources.



#### Key Points to Teach:

- Using Hands:** Goalkeepers can use their hands to stop the ball.
- Body Positioning:** After catching the ball, bring it close to the body for control.
- Releasing the Ball:**
  - If stopped inside the penalty box, goalkeepers can toss the ball (does not require a legal throw-in) or punt it. Demonstrate punting:
    - Use the shoelace part of the foot.



#### 5. 4-Corner Soccer Game

##### Setup:

- Squads:** Divide into four squads. Assign pinnies to two squads (e.g., Squad 1 = Mar, Squad 4 = yellow).
- Two games run simultaneously:** Squad 1 vs. Squad 2 and Squad 3 vs. Squad 4.

##### Gameplay:

- Two goals for each team are located in the corners of their field side.
- Two players from each team start as goalies in these corners.

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3. Use a **standard rubber playground ball if you have one**. This is often called a kickball and is a rubber ball about 8.5 inches (22 cm) in diameter. If you don't have a playground ball, use any ball that's 8-10 inches (20-25 cm) and bounces at least 50% of the height from which it was thrown.

4. **Make sure everyone agrees on the rules before you start playing.** As a "playground game" this game has spawned an incredible amount of local variations over the decades.

-If you're playing by the standard rules, make sure everyone knows what exactly they are before starting. While often one school might have "standard rules" the new kid might think the "standard rules" are something else entirely.

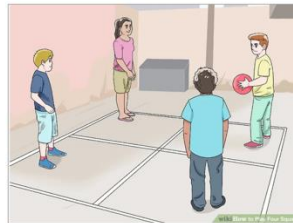
-If you're playing by variations, or if the server is allowed to make up rules during the game, make sure everyone is aware of this and agrees to it.

-Having everyone on the same page before the game starts will help prevent disputes during the game that could ruin the fun.

5. **Have a player stand in each square.** The players don't have to stay in their square the entire time, but they should stay close in order to defend their area.

6. **Serve the ball from the highest-ranked square to the lowest.** The server should bounce the ball once in their own square, then hit the ball so that it goes diagonally to the lowest-ranked square. The receiver can then hit the ball in any direction they choose.

-Many Squares is the highest ranked square server'



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## Yoga in P.E. Class

### Choosing the Right Program



One excellent resource for introducing yoga in P.E. classes is Lesley Fightmaster's YouTube channel. She offers a variety of yoga classes for different needs, including sessions for relaxation and intense, sweat-inducing workouts. Here's a recommendation for a comprehensive semester plan:

#### Primary Video Recommendation:

- Yoga Fix 90:** This series consists of 90 workouts, each about 40 minutes long. Perfect for beginners and provides consistency throughout the semester.
  - [Link to Video](#)

#### Additional Options to Mix Up Sessions:

- Weight Loss Yoga
- Headstands & Handstands (great for engaging students)
- Strength-Building Yoga
- Flexibility and Stretching

**Pro Tip:** If internet access is limited, consider downloading these videos for offline use. Here's a quick tutorial: [How to Download YouTube Videos](#).

#### Class Schedule Ideas

To create structure and variety, consider assigning specific types of yoga to different days:

- Monday & Wednesday:** Yoga Fix 90
- Tuesday & Thursday:** Strength-Building Yoga
- Friday:** Mix-it-Up Day with options like:
  - Abdominal Workouts (like the "BLAST" routine)
  - Student-led routines or stations
  - Hot yoga (if feasible)
  - Yoga integration with games (e.g., yoga holds in tag or dodgeball)

#### Introduction to Yoga Assignment

At the start of the semester, encourage students to research aspects of yoga, including its history, benefits, and various styles. This provides a foundation and gives students a chance to share their findings. Extra credit for those who lead a mini-session!

#### Yoga Class I

Encourage s

- Teach
- Create

#### 4. Grip and Basic Info to Begin Badminton

- Hold the racket as if you are shaking hands with it.
- Turn your opposite shoulder to the net for a forehand and your same shoulder as the racket to the net for a backhand.
- Use a wrist snap.



1. **Shake the grip:** This gives the racket some "spring" and will allow you to move the racket around more easily. The badminton racket has a grip that is made of a material called overgrip. This material is made of a synthetic material that is designed to be soft and comfortable. It is also designed to be durable and resistant to sweat. The overgrip is made of a material that is designed to be soft and comfortable. It is also designed to be durable and resistant to sweat. The overgrip is made of a material that is designed to be soft and comfortable. It is also designed to be durable and resistant to sweat.



#### 5. Next, get your students out on the court to start practicing.

6. **Demonstrate the lines** by having someone stand on each side and at the end lines, then point out that the service court for doubles is short and wide. (Ensure that everyone is familiar with the lines!)

Like tennis, Badminton can be played in singles or doubles. The diagram below identifies the playing area for each of those.



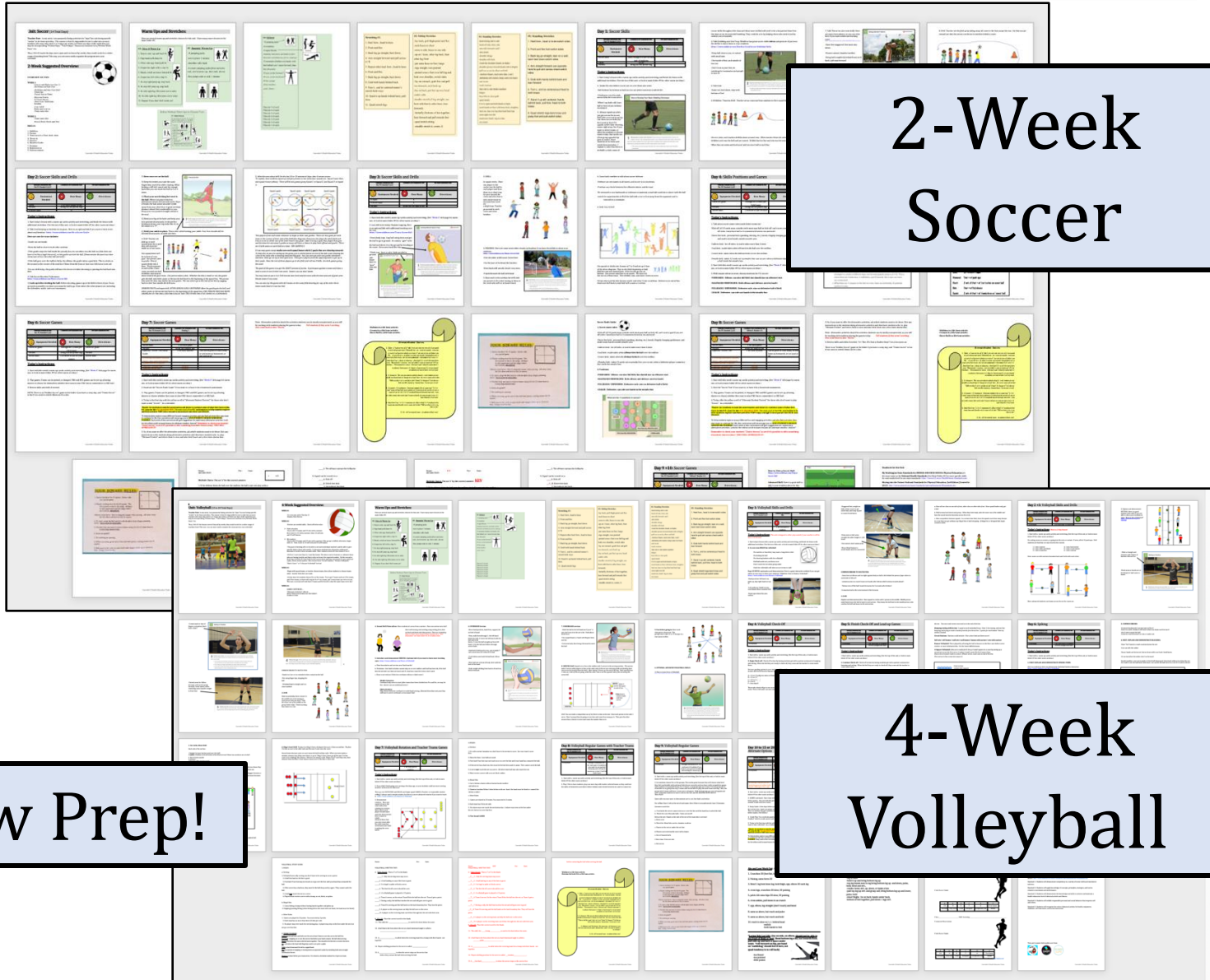
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# Unit Examples:

2-Week  
Soccer

4-Week  
Volleyball

Low Prep!



# Full Semester and Full Year!

Choose from our 2, 3 or 5 days / Week Curriculum Map, ensuring an easy to navigate - plug and teach program.

Or use our Curriculum Map template to adapt your own program.

Either way, we've got you covered.

Health Education Today Semester: 5 Days Per Week P.E. Curriculum Map:

Week 1: Begin Term Fitness Testing	Monday	Tuesday	Wednesday Fitness/Game Day	Thursday	Friday	Document Location:
	Day 1: 1) Introduction* 2) Choice Survey* 3) Rules/Parent Permission Letter* 4) Minutes Impossible Game*	Bring uniforms Tape and stretching* P.E. Supplies sent home to be signed and returned* Minutes Impossible Game*	Bring uniforms Heart Rate Lesson and Walk for Fitness*	Bring uniforms Olympics Stations* Cooperative Games*	Fitness Testing! Curl ups and Pull Ups or Placed Arm Hand Combatives Day*	1 Fitness Due in Folder 2 Choice Survey* 3 Rules/Parent Permission Letter* 4 Minutes Impossible Game*
	Alternate Choice Due in Folder					
Week 2: Fitness Testing	Monday	Tuesday	Wednesday Fitness/Game Day	Thursday	Friday	
	Fitness Testing! Shuttle Run/Placer SE and Bench	Fitness Testing! Mile Run/Walk Stridekick	Walk for Fitness*	Heart Rate Lesson/ Friskie Skills/Olympic Frisbee*	Ultimate Frisbee*	1 Main Folder/3 Curriculum Folder/Fitness Testing Folder / FITT Plans Folder 2 Main Folder/Teacher Directions Folder/ Organizing Documents 3 Main Folder/3 Curriculum Folder/ Assessments
Week 3: Soccer	Monday	Tuesday	Wednesday Fitness/Game Day	Thursday	Friday	
	Dribbling, Trapping, Throw in Drills Tactical Soccer Game	Goal Keeping, Drizzle, Pass, Shoot Drill, Make it a Game	Fitness/Game Day**	Trapping, heading drills, 4 on 4 Games	Game Rules and position, Game Play	
Week 4: Soccer	Monday	Tuesday	Wednesday Fitness/Game Day	Thursday	Friday	
	Soccer Game Play	Soccer Game Play	Fitness/Game Day**	Soccer Game Play Soccer Study Guide Alternate Choice**	Soccer Game Play Alternate Choice*	
Week 5: Curliebs	Monday	Tuesday	Wednesday Fitness/Game Day	Thursday	Friday	
	Curliebs skills and form, play without scoring	Curliebs scoring and games	Fitness/Game Day**	Curliebs scoring and games/class tournament	Curliebs scoring and games/class tournament	
Week 6: Tennis	Monday	Tuesday	Wednesday Fitness/Game Day	Thursday	Friday	
	Court rules, forehand, drill, backhand, drills, rally	Serving, drill, scoring, games	Fitness/Game Day**	Game Play	Start Round Robin Tournament Play	
Week 7: Tennis	Monday	Tuesday	Wednesday Fitness/Game Day	Thursday	Friday	
	Advanced skill practice- Bks, drive, volley, spins, Round Robin Tournament Play	Round Robin Tournament Play	Fitness/Game Day**	Video Instruction, Round Robin Tournament Play	Round Robin Tournament Play Alternate Choice*	

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Health Education Today Term 1 Semester: 3 Days Per Week P.E. Curriculum Map

Week 1: Fitness Testing	Day 1	Day 2	Day 3	Document Location:
	First Day: 1) Introduction* 2) Choice Survey* 3) Rules/Parent Permission Letter* 4) Minutes Impossible Game*	Bring uniforms Tape and stretching* P.E. Supplies sent home to be signed and returned* Minutes Impossible Game*	Bring uniforms Olympics Stations*	1 Fitness Due in Folder 2 Choice Survey* 3 Rules/Parent Permission Letter* 4 Minutes Impossible Game*
Week 2: Fitness Testing	Day 1	Day 2	Day 3	
	Fitness Testing! Curl ups and Pull Ups or Placed Arm Hand Combatives Day*	Fitness Testing! Shuttle Run/Placer SE and Bench	Fitness Testing! Mile Run/Walk Stridekick	1 Main Folder/3 Curriculum Folder/Fitness Testing Folder / FITT Plans Folder 2 Main Folder/Teacher Directions Folder/ Organizing Documents 3 Main Folder/3 Curriculum Folder/ Assessments
Week 3: Soccer	Day 1	Day 2	Day 3	
	Dribbling, Trapping, Throw in Drills Tactical Soccer Game	Goal Keeping, Drizzle, Pass, Shoot Drill, Make it a Game	Trapping, heading drills, 4 on 4 Games	
Week 4: Soccer	Day 1	Day 2	Day 3	
	Game Rules and position, game play	Soccer Game Play	Fitness/Game Day**	
Week 5: Soccer	Day 1	Day 2	Day 3	
	Soccer Game Play Alternate Choice*	Soccer Game Play	Soccer Game Play	
Week 6: Pickleball	Day 1	Day 2	Day 3	
	Pickleball court, rules, skills forehand, backhand volley	Smash, drop shots, rally play "King's Court" play	Practice serving, "King's Court" play	
Week 7: Pickleball	Day 1	Day 2	Day 3	
	"King's Court" or tournament play	Court lines, scoring and rules, shots rally, Game Play	Ballying shots practice, Game Play	
Week 8: Pickleball	Day 1	Day 2	Day 3	
	Serving, rallying shots practice, and Game Play	Serving, rallying shots practice, and Game Play	Round Robin Tournament play	
Week 9: Flag Football	Day 1	Day 2	Day 3	

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Health Education Today Term 1 Semester: 2 Days Per Week P.E. Curriculum Map

Week 1: Fitness Testing	Day 1	Day 2	Document Location:
	First Day: 1) Introduction* 2) Choice Survey* 3) Rules/Parent Permission Letter* 4) Minutes Impossible Game*	Bring uniforms Tape and stretching* P.E. Supplies sent home to be signed and returned* Minutes Impossible Game*	1 Fitness Due in Folder 2 Games Due in Folder 3 Calisthenics Due in Folder
Week 2: Fitness Testing	Day 1	Day 2	
	Fitness Testing! Shuttle Run/Placer SE and Bench	Fitness Testing! Mile Run/Walk Stridekick	1 Main Folder/3 Curriculum Folder/Fitness Testing Folder 2 Main Folder/3 Curriculum Folder/Fitness Testing Folder / FITT Plans Folder 3 Main Folder/Teacher Directions Folder/ Organizing Documents 4 Main Folder/3 Curriculum Folder/ Assessments
Week 3: Soccer	Day 1	Day 2	
	Dribbling, Trapping, Throw in Drills	Dribbling, Trapping, Throw in Drills	
Week 4: Soccer	Day 1	Day 2	
	Goal Keeping, Drizzle, Pass, Shoot Drill, Make it a Game	Trapping, heading drills, 4 on 4 Games	
Week 5: Soccer	Day 1	Day 2	
	Game Rules and position, Game Play	Soccer Game Play	
Week 6: Pickleball	Day 1	Day 2	
	Pickleball court, rules, skills forehand, backhand volley	Fitness/Game Day	
Week 7: Pickleball	Day 1	Day 2	
	Smash, drop shots, rally play "King's Court" play	Practice serving, "King's Court" play	
Week 8: Pickleball	Day 1	Day 2	
	"King's Court" or tournament play	Court lines, scoring and rules, shots rally, Game Play	
Week 9: Flag Football	Day 1	Day 2	
	Fair Teams, throwing, catching, blocking, drills	Positions, run plays	

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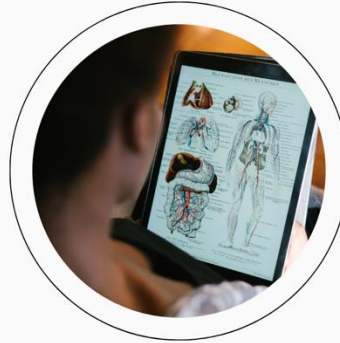
# ✓ Best-Selling Health Units Included:

## NUTRITION



High School Health Unit

## BODY SYSTEMS



High School Health Unit

## FIRST AID



High School Health Unit

+ Sub Plans!

## THE DANGERS OF ENERGY DRINKS



High School Health Lesson

# 4-Week Nutrition Unit:

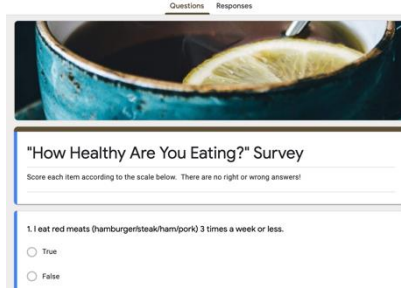
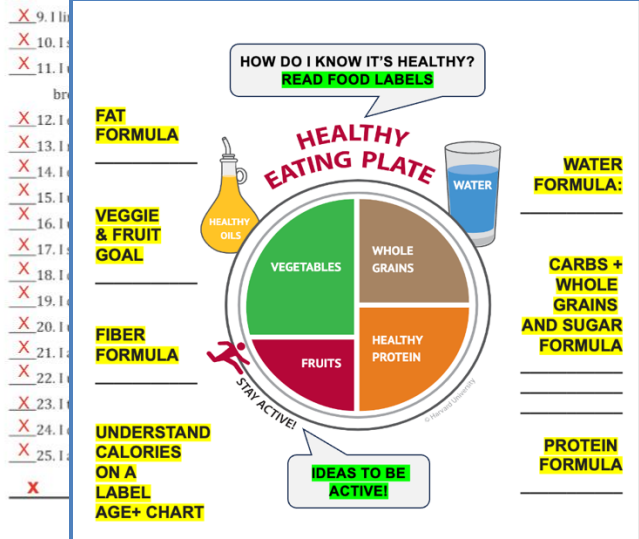
## How Healthy Are You Eating?

To find out, take this True/ False quiz: (if it's more than 50% true, say "True")



Name: X Date: X

- 1. I eat red meats (hamburger/steak/ham/pork) 3 times a week or less.
- 2. I limit my fast food meals to one per week or less.
- 3. I drink less than 24 ounces of pop per day.
- 4. I eat 7 or less eggs per week.
- 5. I sometimes have days where I don't eat meat.
- 6. I bake or broil or BBQ my meats rather than fry them (if you don't eat meat, say True)
- 7. I usually have at least one serving (1/2 cup) of fruit or fruit juice per day.
- 8. I have at least one serving (1/2 cup) of vegetables per day.



Name: X Per: X Date: X  
"Food Label Scramble"

Look at the product pictures on the PowerPoint and circle "Yes" or "No" if you believe the product is HEALTHY (less than 35% Fat AND less than 35% Sugar). Next, use the real labels to figure what % Fat and Sugar the products are and write it in the correct column:

Product:	Is it HEALTHY? Circle it!	% Fat:	% Sugar:	Was it HEALTHY? Yes or No?
<b>Protein Products:</b>				
1. McDonald's Cheeseburger	Yes or No	X %	X %	Yes or No
2. K.F.C. Popcorn Chicken	Yes or No	X %	%	Yes or No
3. Grilled Chicken Breast	Yes or No	X %	X %	Yes or No
<b>Grain Products</b>				
4. Banana Nut Jumbo Muffin - 1/3 muff.	Yes or No	X %	%	Yes or No
5. Cap'n Crunch Cereal (1 cup without milk)	Yes or No	X %	X %	Yes or No
6. Cheerios Cereal (1 cup without milk)	Yes or No	X %	%	Yes or No
<b>Dairy Products</b>				
7. Jack in the Box 16 oz. Oreo Cookie Shake	Yes or No	X %	%	Yes or No
8. D.Q. Banana Split	Yes or No	X %	X %	Yes or No
9. Ben & Jerry's Frozen Cherry Yogurt	Yes or No	X %	%	Yes or No
<b>Fruits and Vegetables</b>				
10. A Banana	Yes or No	X %	%	Yes or No
11. 1 Slice Veggie Pizza	Yes or No	X %	X %	Yes or No
12. 1 Slice Pepperoni and Sausage Pizza	Yes or No	X %	%	Yes or No
<b>Fat and Sugar Products</b>				
13. Flamin' Hot Cheetos	Yes or No	X %	X %	Yes or No
14. Tropical Skittles	Yes or No	X %	X %	Yes or No
15. 1 Oats and Honey Crunchy Granola Bar	Yes or No	X %	X %	Yes or No
Total # you guessed correctly:	X	/15		

On  
GOOGLE  
DOCS!

Total points: 40

**Nutrition Unit Assessment**

Form description

Name: \*

Short answer text

Date: \*

Short answer text


Class Period: \*

Short answer text

Multiple Choice  
Description (optional)

**\*Editable in Word and Google Slides!**

# 2-Week Human Body Systems Unit:



## Body System Research

Form description

Name: \*

Short answer text


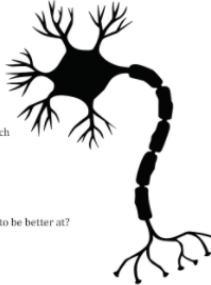
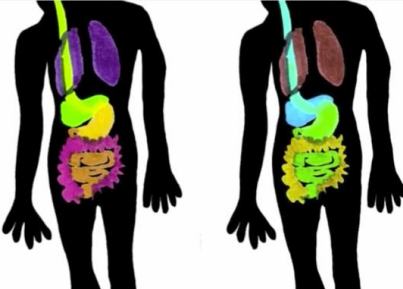
Date: \*

Short answer text

Class Period: \*


Short answer text

1. What is your brain made of?  
X
2. How much does it weight?  
X
3. How does your brain communicate with your body?  
X
4. The brain is divided into 2 hemispheres. What does each hemisphere control?  
X
5. If you are left-brain dominate, what are you supposed to be better at?  
X
6. What about if you are right brain dominate  
X

Endocrine, excretory

Human Body Systems Rap



## Human Body Systems Unit Assessment

Form description

Name: \*

Short answer text

Date: \*

Short answer text

Class Period: \*

Short answer text



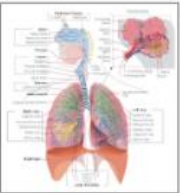
RESPIRATORY QUESTION 1:

<http://www.smm.org/heart/lungs/vascular.htm>

<https://www.slideshare.net/Gindin64/respiratory-system-11815800>  
(You can put "Respiratory System" into the Slideshare search and find more!)

Virtual Body:  
<http://www.ck12.com/en/health/virtual-human-body/virtualhumanbody.php>

1. Why do we need to breathe?  
X
2. What role does your diaphragm play in breathing?  
X
3. What keeps food from going down our windpipe?  
X
4. Spread out flat, about how much space would all the air sacs in the lungs of an adult cover?  
X
5. What role do red blood cells play in respiration?  
X
6. Every minute about how much air do you breath in?  
X
7. How are plants our partners in breathing  
X

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2) X


3) X

## 2. Human Heart (Circulatory)

-How does this system work?

X

# 3-Week First Aid/CPR Unit:



NEW "Continuous Chest Compression (Hands Only) C.P.R." Video Notes:

Form description



## American Red Cross Quiz

Form description

Name \*

Short answer text



**First Aid Skills Group Activity-British Red Cross Version\***

Names:  Date:   
 Per:

**Directions:**

- Use the links or QR Codes for each topic and watch the videos. Be sure you have your phone's flash enabled!
- Take turns reading out loud the reminder steps on the page above the video the video.
- Use the "Continuous Questions" that are after the video with each person taking a turn reading out loud a question, group discussion. When some person click the [end read] answer out loud and then that person will summarize the answer on the group worksheet. Hand the one back to the next person...

**1. Unconscious and not breathing**

Take turns reading out loud the reminder steps on the page above the video the video. (watch the videos here as well!)

**Watch the Video**  
<https://www.bbc.com/health/first-aid/first-aid-unconscious-not-breathing>

**Write brief answers to the questions that are after the video (click to see answer)**

- 

## Everyday First Aid



### First aid for someone who's unconscious and not breathing

Watch the video, in which Marco is treated when found unconscious and not breathing.

Use the information below the video to remind yourself how to help someone who is unconscious and not breathing.

Everyday First Aid: Unconscious and not breathing



Click and feel for breaths

## iKl How to do anything...

### Splinting the Leg

Pad the leg first with foam padding, a pillow, a blanket, or a piece of corrugated cardboard. Then, some solid, structured material should be used along the sides of the leg so it will not move. Hard cardboard or a tent pole work well for this. The splint should extend from above the knee of the injured leg to just below the heel. This will offer maximum stability for the broken leg.<sup>[6]</sup> If you do not have a first-aid splint on hand, you can use any rigid objects such as sticks to make the splint.<sup>[9]</sup>



How to Splint a Fracture of the Lower Leg

**First Aid Skills Group Activity- American Red Cross Version\***

Names:  Date:   
 Per:

**Directions:**

- Download the "First Aid by American Red Cross" phone app and click on the worksheet topic.
- Watch the video if there is one.
- Take turns reading out loud the facts below the video.
- Click on "Learn More" under the reminder steps. Then click on "TAQ" and one member at a time read the question aloud, group discuss, and then some person click on the down arrow to read answer out loud and then summarize the answer on the worksheet.

**1. Asthma attack**

Watch the Video and Read the Facts On the TAQ:

- 
- 
- 
- 
- 
- 

**2. Bleeding**

Watch the Video and Read the Facts On the TAQ:

- 
- 

**3. Broken bone**

Watch the Video and Read the Facts On the TAQ:

- 
- 
- 
- 
- 
- 

**4. Burns**

Watch the Video and Read the Facts On the TAQ:

- 

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# Unit Study Guides & Assessments:

## Badminton Study Guide

### General Rules

- A shuttle landing on the line is considered good.
- If the shuttle hits the net, play continues, including during a serve, provided all other aspects of play are legal.
- All players must be positioned inside their respective service courts at the point of contact during the serve.
- A "let" is a situation that requires the rally to be replayed (see reasons below).
- Players get a 60-second break when the leading team's score reaches 11 points.
- A 2-minute interval is allowed after each game.
- In the third game, players switch sides when the leading team's score reaches 11 points.



### Beginning Play

The serve is decided by one of the following:

- Coin flip
- Volley
- Spin of the racket
- Drop of the bird (direction pointing)

The team that wins the game will serve first in the next game.

### Faults

#### During the Serve:

- The shuttle is struck higher than the head of the racket is not held
- The shuttle falls into the wrong court
- The shuttle falls before the short service line
- The server's feet are not in the correct position
- The receiver of the serve does not stand in the correct position
- The server steps forward when the receiver moves before the shuttle is struck
- The server intentionally balks, fakes the court until the serve is made
- The shuttle passes through, and over the net
- The server attempts to serve an opponent

## Basketball Study Guide and Unit Test

To enhance your basketball unit, you can explore and print additional study materials to reinforce key concepts and rules. Here's how to access some helpful resources:



### Basketball Study Guide and Test Resources

1. [Cherokee High School Basketball Study Guide](#)
  - o Conduct a Google search for "Cherokee High School basketball study guide" to find this comprehensive guide. It provides an excellent overview of basketball history, rules, and strategies.
  - o Once located, download it directly from the site, and it should appear in your device's default downloads folder.
2. [Sports Know How Study Guide and Test](#)
  - o Another valuable resource for your basketball unit is available at [Sports Know How](#).
  - o This site offers various sports study guides, including basketball, covering essential rules, gameplay techniques, and history.

### Instructions for Use:

- **Print and Edit:** Once downloaded, you can print these guides for student use. Feel free to customize or supplement with your own test questions below.
- **Basketball Test:** Use your printed resources as references for building a test that aligns with your curriculum, covering topics such as the rules of play, scoring, history, and terminology.

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

### Title: Soccer Written Test

your score: \_\_\_\_ / 15

### Multiple Choice. Put an "x" by the correct answer:

1. If the defense kicks the ball over the endline, the ball is put into play with a:

- \_\_\_ A. Drop Kick
- \_\_\_ B. Corner Kick
- \_\_\_ C. Goal Kick
- \_\_\_ D. Penalty Kick



2. If the offense kicks the ball over the endline, the ball is put into play with a:

- \_\_\_ A. Drop Kick
- \_\_\_ B. Corner Kick
- \_\_\_ C. Goal Kick
- \_\_\_ D. Penalty Kick



3. The position that plays defense is also called:

- \_\_\_ A. Wing

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

### Title: Volleyball Written Test



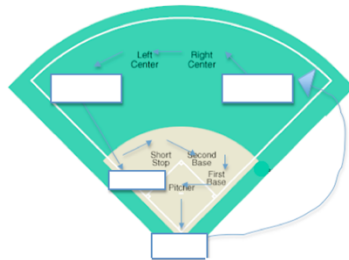
### A. True/False: Place a T (True) or F (False) in the blank.

1. \_\_\_ Only the serving team may score.
2. \_\_\_ A ball landing on any of the lines is good.
3. \_\_\_ It is legal to spike or block a serve.
4. \_\_\_ The first hit off a serve should be a set.
5. \_\_\_ A volleyball game is played to 15 points.
6. \_\_\_ Team A serves, on the return Team B hits the ball into the net. Team A gets a point.
7. \_\_\_ During a rally, the ball that touches the net and still goes over is good.
8. \_\_\_ Team B is serving and the ball lands on the back boundary line. They lose the point.
9. \_\_\_ A player on the serving team can help the ball over on the serve.
10. \_\_\_ A player on the receiving team can follow-through into the net with their arm.

### B. Fill-In: Place the correct word in the blank.

11. This skill, the \_\_\_\_\_ is used to hit shots below the waist.
12. A ball that is hit from above the net at a hard downward angle is called a \_\_\_\_\_.
13. A \_\_\_\_\_ is called when the receiving team hits a bump with their hands not together.
14. Players shifting position for the serve is called \_\_\_\_\_.
15. A \_\_\_\_\_ is when the server steps on the service line before they contact the ball when serving.

8. The strike zone is the area over the plate that is between the player's \_\_\_\_\_ and \_\_\_\_\_.
9. Team B has a baserunner on 1st base only, and no outs. Team B hits the ball to shortstop. The shortstop should throw the ball to: \_\_\_\_\_.
10. List 3 ways to be a good sport while playing softball:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
11. 4 ways to get a player out are:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
12. Fill in all these 4 positions:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_



# 11+ Indoor Units:

< > 02 Inside Units and Activities

Name
00 Warm Ups and Stretching ALL UNITS.pptx
Adaptive PE Ideas.pdf
> Aerobic Fitness
> Badminton
> Basketball
> Bowling
> Cooperative Games
> Dance
> Floor Hockey
> Handball Speedball
> Heart Rate Lesson
> Jump Rope
> Low Organized Games
Physical Literacy Unit Check List.docx
Physical Literacy Unit Check List.pdf
> Pickleball
> Ping Pong
> Racquet Sports Elective
> Set Gym Up As Sports Club
> Volleyball
Ways to Group Students.docx
Ways to Group Students.pdf

These are the "Inside Sports Units," with skills, drills, lead-up games, play, tournament ladders, written study guides, tests, and more.

## Day 1: Basketball Skills and Drills

National Standards Met: Nat. P.E. Standard 1,2,4,5	Common Core Standards Met:	My State Standards Met:
<b>Equipment Needed:</b> Basketballs	<b>How Many:</b> At least 12	<b>Directions:</b>

**1. Fitness warm up and stretch:** Running lines. In squads, using whistle staggered starts-slow jog, fast break, grapevine, back pedal, skip. Stretch.

### 2. Basketball Rules for Today:

- No wild, long throws
- When the whistle blows, stop shooting! Especially at the end of class, balls in quickly-there will be consequences for shots after the whistle!



**3. Talk SHOOTING and demonstrate:** Have volunteer demonstrators at each of the 3 hoops. Take 1 shot each. Bring shooters in lined up in front of group and talk BEEF:

**B:** Balance-have 2 feet set, shoulder square to the basket. Have knees bent, be relaxed. Hold the ball with fingertips only, spread and relaxed. Use opposite hand as a guide.

**E:** Eyes-Aim for the rim, and look before shooting.

**E:** Elbow-shooting elbow should be under the ball lose to body, pointing at the basket when shooting.

**F:** Follow-through, exaggerate the follow-through with arm fully extended and snap wrist toward basket and downward. There should be a backwards spin to the ball.

This picture was taken from:  
<https://www.wikihow.com/Become-a-Better-Basketball-Shooter>

Practicing Perfect Form

**4** Follow through and hold. When you shoot the ball, make sure that you follow through with your shot by snapping your elbow! Then, hold the position until the ball makes contact with the hoop and/or net. Following through and holding after you shoot the ball will help to improve your shot accuracy!

- Follow through with your body as well. Begin your shot in an athletic position, then spring up off of the floor as you shoot the ball! Keep your body in this extended position after you make the shot!

# 8+ Outdoor Units:

< > 03 Outside Units and Activities

Name
Adaptive PE Ideas.pdf
> Back Yard Games
> Field Hockey
> Flag Football
> Four Square
> Frisbee Unit and Games
> Heart Rate Lesson
> Jump Rope
> Kick Ball
> Low Organized Games
More Outside PE Units List.docx
More Outside PE Units List.pdf
Physical Literacy Unit Check List.docx
Physical Literacy Unit Check List.pdf
> Pickleball on Tennis Courts
> Sand Volleyball
> Soccer
> Soft Lacrosse Unit
> Softball
> Tennis
Ways to Group Students.docx
Ways to Group Students.pdf

**Method 1** Doing a Normal Throw-in [Download Article](#)



**3** Arch your back slightly. Many players try to throw exclusively with their arms, but most of the power should come from your back and shoulders, as well as the momentum from your running start. Think of your body like a catapult being pulled back -- your feet are still firmly planted, but your spine becomes a loaded spring. Do this right before you're ready to actually throw the ball.


**THROWING:**

- point toe toward target
- step with opposite foot
- aim for your target and follow-through
- throwing arm should lead with the elbow
- twist slightly at the trunk, left shoulder pointing forward/left shoulder roll into the throw


**CATCHING:**

- if the ball is above the waist, mit fingers face up,
- if the ball is below the waist, mit faces down
- keep eye on ball-watch it into your mit
- bring other hand up to keep the ball in and to be ready to throw it again

**5. Drill: Throw and catch with partners: (line up facing a partner all along 1st baseline. Show options of soft or hard softball. 1 partner come get a ball and spread line down). Throw fly balls only, we'll work on grounders later.**



**Method 1** Basic Passing Technique [Download Article](#)



**2** Grip the football. The most common way to hold the football is with your ring and little fingers crossing the laces and your thumb underneath. Your index finger should be over a seam, and your thumb and index fingers should make an "L" shape.

- Many quarterbacks prefer variations on the common grip on the ball, as described above. For instance, Denver Broncos quarterback Peyton Manning lays his middle finger across the laces in addition to his ring and little fingers.<sup>[2]</sup> Experiment to see which position is most comfortable for you.
- Don't "palm" the football. Hold it lightly with your fingertips. Some palm contact is OK, but try to keep space between the center of the palm and the ball.
- Don't grip the ball too tightly. Keep your hold firm but loose - you'll be able to adjust your grip more easily.



# Lesson Examples:

## Capture the Football

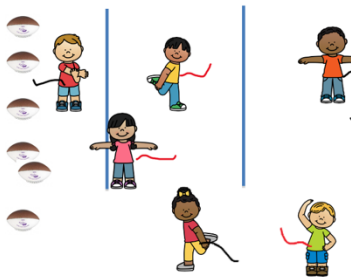
*\*THIS ACTIVITY MEETS NATIONAL STANDARDS-See end of activity/lesson*

### Equipment Needed:

- 12 or more nerf or real footballs- (or any objects works really)
- 1 colored football flag for each person on two different teams (or rags, ropes, or duct tape taped together works)

1. Each team member tucks a flag into their waistband. Two different teams should each have two different colored flags.

2. Set up the game in your gym or outside field with teams lined up on an endzone line facing each other. Have each team guarding 6 or more footballs. See example:



wiki How to Play Badminton

**6** Learn to slice your shots. The slice can help slow down the shuttle or change its direction. This is a more advanced skill that will make it hard for your opponent to know where you're going or to be able to return the shuttle. Here's what you can do:<sup>[5]</sup>

- Slice your net shots. Start the forward motion as usual and then move the racket inward as you slice it perpendicular to the center of the birdie, thus slicing the shuttle and making it spin cross court instead of moving forward, as your opponent would expect it to do.
- If service of the shuttlecock from the server's racket causes the bird to touch the net and then go over, play must stop and the play is done over. However, if the shuttlecock happens to touch the net then go over further into the play, the stroke is good and the bird can remain playable.
- Slice your drop shots. Just slice the racket, moving it perpendicular to the center of the shuttle when it's in the air. This will slow down the shuttle, making it quickly fall on the opponent's side near the net.

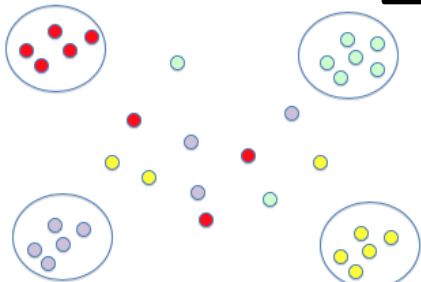
## Stinger

### Equipment Needed:




- 1 Football flag for each person or strips of fabric, pieces of rope, or duct tape taped together in strips, etc. It's optional if you want to have students wearing 4 different colored pinnies.
- 4 Hula hoops or something that can be the home base for 4 teams (even a jump placed in a circle on the ground)

1. Set up your gym or outside parking lot/paved area with 4 teams in the four corners. Players must each have a "stinger" - a football flag (or alternative listed above). Students wear 4 different colored pinnies, or just have teams know who is on the

2. Teams start in their corner. In this corner you are safe and no one can take you (flag). As you dare, go out into the middle and try to pull other's flags off. If you you bring it to your corner. The rule is one stinger at a time



## Day 1: Volleyball Skills and Drills

National Standards Met: Nat. P.E. Standard 1,2,4,5	Common Core Standards Met:	My State Standards Met:
 <b>Equipment Needed:</b>	 <b>How Many:</b>	 <b>Directions:</b>
Volleyballs	1 for each pair of students	

### Today's Instructions:

1. Start today's lesson with a warm-up cardio activity and stretching, and finish the lesson with additional stretching. (See the top of this unit, or look in main folder #9 for other warm up ideas.)

### 2. Go over gym RULES for volleyball

- No watches or bracelets/ may want a long-sleeve shirt
- No kicking the ball
- No shooting baskets with the volleyball
- Roll ball under net, not throw over
- Don't touch the net when going under
- Hold the volleyballs still when we are trying to talk!



**Begin BUMPING explanation and demonstration:** Here is a great interactive website if you can get online in your gym, to show your students: "WikiHow: How to Bump a Volleyball."

<https://www.wikihow.com/Bump-a-Volleyball>

-Hand position-left hand out, palm up, slap right hand on top of

-Left, palm up, thumb across, cock hands down towards floor

-Sweet spot-show flat arm surface

-Staggered feet, weight on balls of feet, move to get under ball, and body square




wiki How to Bump a Volleyball


# Lesson Examples:

## Strategy

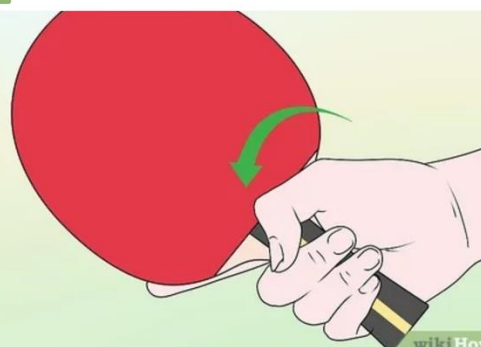
### Name

- ▶ 1. Combatives
- ▶ 2. Jump Roping Skills
- ▶ 3. Dodgeball
- ▶ 4. Low Organized Games
- ▶ 5. Whiffle Ball
- ▶ 6. Kick Ball
- ▶ 7. Dance
- ▶ 8. Scooters
- ▶ 9. Hoola Hoops
- ▶ 10. More Outside Games online

 Ways to Group Students.docx

 Ways to Group Students.pdf

**Method 1** Using a Shakehand Grip



**4** Curl your thumb around the front of the handle if you want greater wrist flexibility. This is called a shallow shakehand grip, and it's probably the most natural grip for beginners. It's great for high freedom of movement for the paddle, which will make returning the ball easier.

- While this grip is usually pretty natural feeling, if it doesn't feel right to you, that may be a sign to try something else.

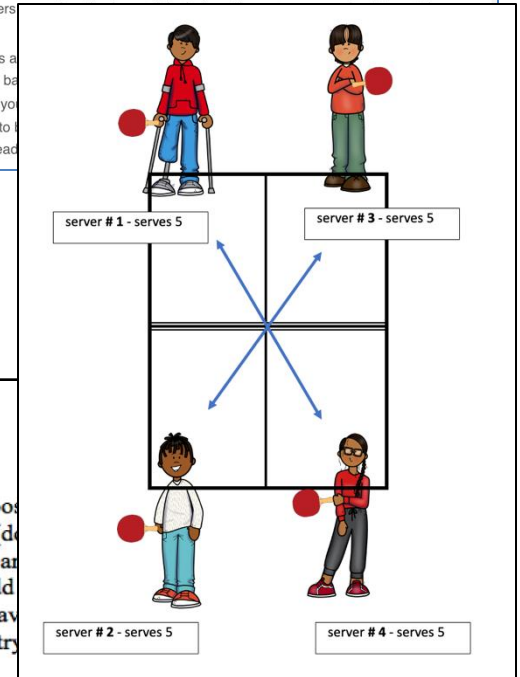
wikiHow

### Part 2 Getting in Position



**2** Position your hands. Your hands should be four to six inches above your forehead, with your fingers spread and your thumbs pointing out to the sides. This position allows you to see the ball in your hands.

- Your thumbs and index fingers should be able to see the ball.
- Try to relax your hands.
- If you want to serve the ball behind instead of in front, you should position your hands behind your head.



### Good "Learn to Salsa" Dance Video:

I liked this one:

#### Basic Steps:

<https://www.youtube.com/watch?v=aVtWSZ0ttC0>

Here is a whole channel for beginning Salsa:

[https://www.youtube.com/watch?v=aVtWSZ0ttC0&list=PLxTobUqHhR3G0BN4-VA2j9Nf89H-AzL\\_N](https://www.youtube.com/watch?v=aVtWSZ0ttC0&list=PLxTobUqHhR3G0BN4-VA2j9Nf89H-AzL_N)



### Jump Rope Speed Test:

1 partner jumps while the partner counts jumps. (You choose if they miss they keep counting where the jumper left off (don't go back to zero!), or start the count over with a miss-maybe each unit don't go back to zero, and when students get better add a new rule that the count goes back to zero if they miss!) Have students record their score and set a new goal so they can try to improve throughout the year.

#### Grading for Jump Rope Speed Test:

- A - 150 or more
- B - 100 - 148
- C - 99 or less

**Cooperation**

**Teamwork**

# More Activities Outside:



## FRISBEE GOLF SCORECARD

Names:	1.	2.	3.	4.
Hole 1 scores:				
Hole 2 scores:				
Hole 3 scores:				
Hole 4 scores:				
Hole 5 scores:				
Hole 6 scores:				
Hole 7 scores:				
Hole 8 scores:				
Hole 9 scores:				

## How To Play Bocce

Taken From:  
<http://backyardbrigade.com/guide/bocce/115>

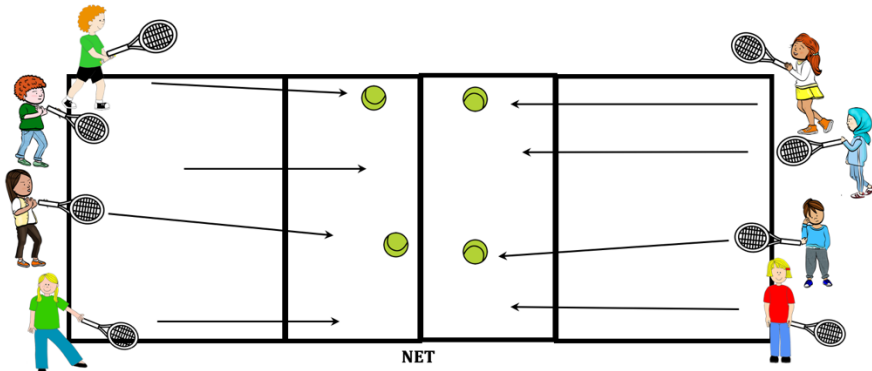
Bocce is without a doubt one of the most enjoyable and friendly games to play. Bocce is a simple and friendly game in your back yard. No matter how old you are, bocce are relatively basic, and allow you to enjoy a wonderful game within minutes.

### Open Bocce

Open Bocce is the most popular form of bocce. One reason about open bocce is that it can be played almost anywhere. This includes grassy surfaces such as a front yard, sandy surfaces such as the beach, and even on a sidewalk. Bocce are only limited to playing bocce on a surface with hills or slopes to a game.

## Name

- ▶ 1. Kick Ball
- ▶ 2. Putt Putt Golf
- ▶ 3. 4 Square
- ▶ 4. Vzing Tennis.docx
- ▶ 4. Vzing Tennis.pdf
- ▶ 5. Bocce Ball
- ▶ 6. Low Organized Games
- ▶ 7. Croquet
- ▶ 8. Hot Tennis
- ▶ 9. Horse Shoes
- ▶ 10. Jump Roping
- ▶ 11. Speedball
- ▶ 12. Frisbee Games
- ▶ Ways to Group Students.doc
- ▶ Ways to Group Stud



## Croquet:

- Adapt the croquet court
- The players take turns in



# Fitness Testing:



Standards for Healthy Fitness Zone<sup>®</sup>  
Revision 8.6 and 9.x  
BOYS

Aerobic Capacity VO <sub>2</sub> <small>(ml/kg/min)</small>		Percent Body Fat				Body Mass Index			
Very Low Health Risk	Low Health Risk	Very Lean	HFZ	HI	At-Risk	Very Lean	HFZ	HI	At-Risk
5	Completion of test. Lap count	≤8.8	8.9-18.8	18.9	≥27.0	≤13.8			
6	or time standards met	≤8.4	8.5-18.8	18.9	≥27.0	≤13.7			
7	recommended	≤8.2	8.3-18.8	18.9	≥27.0	≤13.7			
8		≤8.3	8.4-18.8	18.9	≥27.0	≤13.8			
9		≤8.6	8.7-20.6	20.7	≥30.1	≤14.0			
10	≤37.3 37.4-40.1 ≥40.2	≤8.6	8.8-22.4	22.5	≥33.2	≤14.2			
11	≤37.3 37.4-40.1 ≥40.2	≤8.7	8.8-23.8	23.7	≥35.4	≤14.5			
12	≤37.6 37.7-40.2 ≥40.3	≤8.3	8.4-20.6	20.7	≥35.9	≤15.0			
13	≤38.6 38.7-41.0 ≥41.1	≤7.7	7.8-22.8	22.9	≥36.0	≤15.4			
14	≤38.6 38.7-42.4 ≥42.5	≤7.0	7.1-21.3	21.4	≥33.2	≤16.0			
15	≤40.8 40.7-43.5 ≥43.6	≤8.5	8.6-20.1	20.2	≥31.5	≤16.5			
16	≤41.0 41.1-44.0 ≥44.1	≤8.4	8.5-20.1	20.2	≥31.8	≤17.1			

To estimate your VO<sub>2</sub> max you will require your:

1. Weight in kilograms (W)
2. The time it took you to run one mile in decimal format (T)
3. Heart Rate at the end of the run (H)

### Male Athletes

$$VO_2 \text{ max} = 108.844 - 0.1636W - 1.438T - 0.1928H$$

### Female Athletes

$$VO_2 \text{ max} = 100.5 - 0.1636W - 1.438T - 0.1928H$$

### Example

- Kathy is a female runner
  - Weight (W) = 63.2kilos
  - Time (T) for the 1 mile run was 10 minute 15 seconds = 10.25
  - Heart rate (H) at the end of the run was 132bpm
- Kathy's VO<sub>2</sub> max = 100.5 - (0.1636 x 63.2) - (1.438 x 10.25) - (0.1928 x 132) = 100.5 - 10.34 - 14.74 - 25.45 = 49.97 ml/kg/min

NAME:

AGE:

PER:

FITNESS TEST	MY FITNESS ASSESSMENT SCORES						STANDARDS FOR MY AGE	
	MY GOAL	TEST #1	MY GOAL	TEST #2	MY FINAL GOAL	FINAL TEST	NAT'L	PRES
MILE		__DNM __NATL __PRES			__DNM __NATL __PRES			
SIT UPS OR PARTIAL CURL UPS		__DNM __NATL __PRES			__DNM __NATL __PRES			
RIGHT ANGLE PUSH UPS		__DNM __NATL __PRES			__DNM __NATL __PRES			
SET 'N REACH (CM)		__DNM __NATL __PRES			__DNM __NATL __PRES			
PULL UP		__DNM __NATL __PRES			__DNM __NATL __PRES			
FLEXED ARM HANG		__DNM __NATL			__DNM			

The Presidential Physical Fitness Standard

Age	Curl-Ups (# one minute)	Partial <sup>®</sup> Curl-Ups (#)	Shuttle Run (sec.)	V-Sit Reach (Inches)	Sit & Reach (cm)	One-Mile Run (min:sec)	Distance Option <sup>**</sup>		Pull-Ups (#)	Sit Angle <sup>®</sup> Push-Ups (#)		
							1/4 mile	1/2 mile				
BOYS	6	33	22	12.1	+2.5	31	10:15	1:55		2	9	
	7	36	24	11.5	+3.5	30	9:22	1:48		4	14	
	8	40	30	11.1	+3.0	31	8:48		3:30	5	17	
	9	41	37	10.9	+3.0	31	8:31			6	22	
	10	45	35	10.3	+4.0	30	7:57			6	27	
	11	47	43	10.0	+4.0	31	7:32			7	31	
	12	50	64	9.8	+4.0	31	7:11			7	39	
	13	53	59	9.5	+3.5	33	6:50			10	40	
	14	56	62	9.1	+4.5	36	6:26			11	42	
	15	57	75	9.0	+5.0	37	6:20			11	44	
	16	56	73	8.7	+6.0	38	6:08			13	53	
	17	55	66	8.7	+7.0	41	6:06					
	GIRLS	6	32	22	12.4	+5.5	32	11:20	2:00		2	9
		7	34	24	12.1	+5.0	32	10:36	1:55		2	14
		8	38	30	11.8	+4.5	33	10:02		3:50	2	18
		9	39	37	11.1	+5.5	33	9:30			3	20
		10	40	33	10.8	+6.0	33	9:19			3	19
11		42	43	10.5	+6.5	34	9:02			2	20	
12		45	50	10.4	+7.0	38	8:23			2	21	
13		46	59	10.2	+7.0	40	8:13			2	20	
14		47	48	10.1	+8.0	40	8:13			2	21	
15		48	38	10.0	+8.0	42	8:23			1	24	
16		45	49	10.1	+9.0	42	8:15			1	25	
17		44	58	10.0	+8.0	42	8:15					

Tests, standards, tips, and goal sheets included!



# Wt. Training & Strength Conditioning:



WEEK 2:

Thursday Healthy Learning

## Check out this Exercise Clock:

### Directions:



Click on the link in this video: <https://www.youtube.com/watch?v=aUainS6HIGo>

[www.youtube.com/watch?v=aUainS6HIGo](https://www.youtube.com/watch?v=aUainS6HIGo)

On the next "Taking Notes During the Video" page, write down all benefits of exercise that you heard in the video, or that you know. You will need 15 total.

Think about all the excuses that people have to NOT exercise. You will need 15 total.

Use the help thinking of ideas, ask your family, friends, or Google it online!

Use the text box example in the clock to write an answer in

WEEK 1: **Wednesday Workout**

**Livingroom Sensation: *Improvise to fit your house!***

- 1) Running in place-high knees for 30 seconds

-lunges to across the room and back

-push ups- 20

-crunchies-50
- 2) Running in place-high knees for 1 minute

-20 jumping jacks

-run stairs 2 sets-if you have them in house or apartment

-mountain climbers-20 (on feet and palms, legs alternate forward and back)
- 3) Running in place-high knees for 1.5 minute

-plank hold for 1 minute (laying on floor, then go up onto forearms and toes and hold)

-burpies - 20 (squat thrusts: stand, bend down with hands on ground, legs thrust out and back, and stand again)

-wall sit - 1 minute (next to wall with back on wall, feet out from wall then sit and hold!)
- 4) Running in place-high knees for 2 minutes

-toe raisers - 50 (standing flat feet, then press up onto toes and back)

-run stairs if you have them-3 sets

-push ups-20

-crunchies-50

Go Back To:

< > 02 Weight Training

Name

- > 00 Weight Training Worksheet
- > 01 Several Weight Room Workouts
- > 02 Strength and Endurance Docs
- > 03 Warm Ups and Stretches
- > 05 Free Weights Routines
- > 06 Record Sheets
- > 07 Strength and Conditioning
- > 08 Set Gym Up As Sports Club
- > 09 Fitt Plans Folder
- > 10 Risk Assessment Survey
- > 11 Muscle Anatomy Quizzes

15. 30-Minute Cardio Latin Dance Workout

PS 30-Minute Cardio Latin Dance Workout

Watch later Share

DANCE FITSUGAR



# Cardio Workouts:

Name	
▶ Warm Ups	
▶ 0. Aerobic Fitness	
▶ 1. Spartan Sprint	
▶ 2. 8 Down	
▶ 3. Partner Stair Run	
▶ 4. One Minute Activities	
▶ 5. Quarter Turn Routine.pdf	
▶ 5. Quarter Turn.docx	
▶ 6. Scooter Relays.docx	
▶ 6. Scooter Relays.pdf	
▶ 19. Floor Exercise Routine	
▶ 20. Fitness Stations.pdf	
▶ 21. Scrabble Fitness.pdf	
▶ 22. Cross Fit Workout	
▶ 23. Cardio Madness.pdf	
▶ 24. Roam the Halls Fitness.pdf	
▶ 25. Tabata Workout.pdf	
▶ 26. Cardio Barre	
▶ 27. Army Fitness	
▶ 28. Marine Fitness	
▶ 29. Circuit Training Surprise	
▶ 30. Interval Workout	
▶ 31. Rocky Fitness Stations	
▶ 32. Uno Fitness	
▶ 33. Fuel Up To Play 60.pdf	
▶ 34. Strength and Cond. Videos	
▶ 35. Aerobic Fitness	
▶ 36. Strength and Cond. Videos	
▶ 37. See Inside Sport Aerobics and Dance.pdf	
▶ Heart Rate Lesson	

## Deal a Healthy Heart



- Ace:** runs 1 lap
- King:** 25 jumping jacks
- Queen:** crab walk (to a certain mark you determine)
- Jack:** 25 forward lunges
- Diamond:** That # of push-ups
- Heart:** 2 sets of that # of side-to-side jumps
- Club:** That # of high knees
- Spade:** that # of sprints!

## Sweet 16:

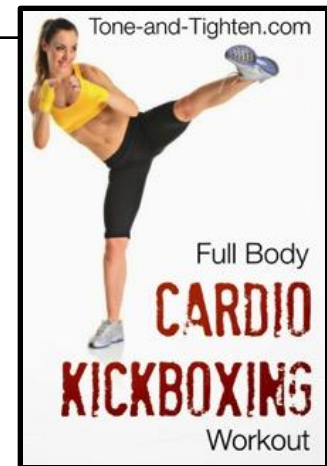
1. Both partners: Run 1 Sweet 16 line and touch the line and back, t so on until

2. Part  
Part  
Swi  
3. Part  
Part  
Sw

Training Zones:	50%	60%	70%	80%	90%
<b>Healthy Heart Zone:</b> Decreases body fat, blood pressure and cholesterol. 55% of calories burned in this zone are fat!	50 - 60%				
<b>Fitness Zone:</b> Same benefits as healthy heart zone, but more intense and burns more total calories. Percent of fat calories is still 55%		60 - 70%			
<b>Aerobic Zone:</b> Will improve your cardiovascular and respiratory system AND increase the size and strength of your heart. This is the preferred zone if you are training for an endurance event. More calories are burned with 50% from fat.			70 - 80%		
<b>Anaerobic Zone:</b> Improved VO2 max (highest amount of oxygen one can consume during exercise) so improved cardiorespiratory system, higher lactate tolerance ability, endurance will improve, and you'll fight fatigue better. This is a high intensity zone, it burns 15% calories from fat. <small>http://www.brianmiquelle.com/files/</small>				80 - 90%	

## Low-Impact Warm Up and Cool Down Ideas:

- STANDING:**
- head turning side to side
  - head roll side, front, side
  - arm rolls forward-r and l
  - arm circles
  - shoulder shrugs
  - shoulder rolls back
  - round the shoulders (hands on thighs)
  - shoulder presses forward (hands still on thighs)
  - pull arm across by elbow and hold
  - interlace fingers, reach arms high, r and l
  - alternating arm reaches (lunge same foot back)
  - side bends
  - trunk rotations
  - hips side to side (palms together)
  - lunges
  - knee lifts (to chest pull)
  - quad stretch
  - 1/4 of a squat and hold (hands on hips)
  - touch hands on floor with knees bent, straighten
  - heel out, lean over leg (then bend back leg)
  - cross right over left
  - touch toes, bend 1 leg at a time
  - toe raisers



# Calisthenics & Body Work:

## Fun Warm-Up Games:

<http://www.teachingidea.com>

## Preview:

- 5 - 11 **Beans Activity** - A very
- 5 - 11 **Pirate Ship** - A fun warm-
- 5 - 11 **Smugglers** - A competitiv
- 5 - 11 **Sheep Tig** - A fun w
- 5 - 11 **The Video Game**
- 5 - 11 **Traffic Lights** - An
- 5 - 11 **The Washing Gar**
- 5 - 11 **Run Through the**



## Basic Routine: (22 min. w/o co

(Walk it out between each)

1. Warm Up (see above)
2. Alt. R and L hook-4 sets of 8 (r1-l2-r3) foot pivots
3. Doubletime-4 sets of 8 (r1-r2,l3,l4)
4. L Jabs-2 sets of 8 (l foot leads)
5. Doubletime-4 sets of 8
6. R Jabs-2 sets of 8 (r foot leads)
7. Doubletime-4 sets of 8
8. Alt. Uppercuts-2 sets of 8 (r+l in squat form)
9. Doubletime-4 sets of 8
10. L Arm Speed Bag-6 sets of 8 (l arm circles)
11. R Arm Speed Bag-6 sets of 8 (r lead leg)

## The Best Abdominal Exercises:

1. **Sit Ups:** knees bent, feet flat, arms crossed across chest, come up until elbows touch
2. **Crunchies:** these are like 1/2 sit ups, come up until back is off floor, then down.
3. **Rowing:** start on back with legs straight, arms over your head. Arms come forward, bend, come up until chest is close to legs, then back down.
4. **6 Inch Leg Hold:** lay on back or up on bent arms. Hold legs 6 inches above the fl

### 6. Stair Climb with Bicep Curl

Turn those stairs into a cardio machine—no magic wand necessary. Grab some dumbbells (or household objects!) and briskly walk up and down the stairway while simultaneously doing bicep curls to work the whole body.

### 7. Prone Walkout

Beginning on all fours with the core engaged, slowly



Bring legs up straight, then lower slowly

## Front Leg Lifts:

- pulse knees
- pulses
- circles
- to the side
- knees bent
- pulses
- up-out-in-down
- to back

## \*Sitting Front Leg Lifts: (sit on bu

- 1 leg bent. leg straight up and
- to the side
- butt up, leg straight
- butt up, leg to side
- butt up, front to side

# FITT Plans:

## Heart Rate Lesson

6<sup>th</sup>-12<sup>th</sup>  
Grade

Age	Healthy Heart Zone (50% - 70%)				Fitness Zone (70% - 80%)		Aerobic Zone (80% - 90%)	
	50%	60%	70%	80%	70%	80%	80%	90%
14	100	120	140	170	170	190	190	210
15	100	120	140	160	160	180	180	200
16	100	120	140	160	160	180	180	200
17	100	120	140	160	160	180	180	200
18	100	120	140	160	160	180	180	200
19	100	120	140	160	160	180	180	200
20	100	120	140	160	160	180	180	200
21	100	120	140	160	160	180	180	200
22	100	120	140	160	160	180	180	200
23	100	120	140	160	160	180	180	200
24	100	120	140	160	160	180	180	200
25	100	120	140	160	160	180	180	200
26	100	120	140	160	160	180	180	200
27	100	120	140	160	160	180	180	200
28	100	120	140	160	160	180	180	200
29	100	120	140	160	160	180	180	200
30	100	120	140	160	160	180	180	200
31	100	120	140	160	160	180	180	200
32	100	120	140	160	160	180	180	200
33	100	120	140	160	160	180	180	200
34	100	120	140	160	160	180	180	200
35	100	120	140	160	160	180	180	200
36	100	120	140	160	160	180	180	200
37	100	120	140	160	160	180	180	200
38	100	120	140	160	160	180	180	200
39	100	120	140	160	160	180	180	200
40	100	120	140	160	160	180	180	200
41	100	120	140	160	160	180	180	200
42	100	120	140	160	160	180	180	200
43	100	120	140	160	160	180	180	200
44	100	120	140	160	160	180	180	200
45	100	120	140	160	160	180	180	200
46	100	120	140	160	160	180	180	200
47	100	120	140	160	160	180	180	200
48	100	120	140	160	160	180	180	200
49	100	120	140	160	160	180	180	200
50	100	120	140	160	160	180	180	200

Health Education Today

## FITT Plans Teacher Directions:

### Need:

Presidential Fitness Testing Standards for the timed mile and a track and stop watch to time your students

Printed copies of the "Cardio Respiratory Endurance Worksheet" (1 for each student)

Printed copies of the "FITT Plan Worksheet" (1 for each student)

THIS MEETS  
COMMON CORE  
STANDARD W 1.

### Name: \_\_\_\_\_ Per: \_\_\_\_\_

#### Parent FITT Plan Homework

In this lesson, you will interview a person who is at least five years out of high school (parents are O.K.), who has a regular workout routine. You will ask this person what they currently do to work out. Using your knowledge of the FITT principle, put the adult's workout routine down in a FITT plan format. Discuss their workout with them in terms of the FITT principle below. Discuss if they used their heart rate as a measurement of test intensity, and how they could use heart rate in their workout in the future. Also discuss how nutrition relates to their fitness program.

Person Interviewed: \_\_\_\_\_

And how you know them: \_\_\_\_\_

List below the person's workout routine:

F (Frequency-how often)

I (Intensity-heart rate)

T (Time-how long)

T (Type of exercise)

Follow-Up: \_\_\_\_\_

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

### 1. Record Your CardioRespiratory Endurance Scores:

	Your Score:	National Standard:	Presidential Standard:	Will your goal be to maintain or improve?	Your goal for 1 month from now:
<b>Mile Test:</b>					
<b>Other Test:</b>					

### 2. Know the CardioRespiratory Endurance Workout Guidelines:

Use the following guidelines in writing your fitness plans. You will need to decide if you should maintain, or improve your fitness according to how your current scores meet Presidential Fitness standards: (if you met standard, you can choose to maintain, or improve. If you did not meet standard, you should choose to improve.)

CardioRespiratory Endurance	
To maintain:	To improve:
<b>F</b> 3 days a week	5 days a week
<b>I</b> 60% of max heart rate (220 minus your age)	80% of max heart rate (220 minus your age)
<b>T</b> At least 30 minutes	30-60 minutes
<b>T</b> Aerobic activities like run, dance, swim, bike	Aerobic activities like run, dance, swim, bike

# Learning Targets for PE:

## Learning Targets for P.E. Units and A

### **VOLLEYBALL UNIT:**

Day 1: I will learn the rules and how to bump the volleyball.

Day 2: I will learn how to set the volleyball.

Day 3: I will continue to work on setting the volleyball.

Day 4: I will review bumps and sets, learn serving, and do drills.

Day 5: I will review bumps and sets, serving, and do drills.

Day 6: I will learn spiking, blocking, and do lead up games.

Day 7: I will demonstrate that I can bump and set a

Day 8: I will review bumps and sets check off.

5 National Standards posters & templates included to help you get organized and post your learning targets on a bulletin board like this:



**UNIT  
LEARNING  
TARGETS:**

**LEARNING  
TARGETS  
FOR  
TODAY:**

h. I can demonstrate competency in activity-specific movement skills in two or more individual-performance activities.

Standard 1b

a. I can demonstrate competency in activity-specific movement skills in two or more games and sports.

Standard 1a

"I will bump and set the volleyball with a partner 10 times in a row."

Volleyball Day 4

If your board is a chalkboard, you can hand-write things like:

Dress warm, we are going outside!

# Aligned to ALL 48 Washington State Physical Education Standards:

**Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

Topics:	Grade Level and Standards:	Add in Your State Standards Here:	How This Program Meets Standards:
FITNESS: 5. Health-Related Fitness	<p><b>Year 1:</b> Adjust intensity to keep heart rate in the target zone, calculate recovery heart rate, and use technology to monitor cardiorespiratory endurance. PE3.5.HS1a</p> <p>Use types of muscular strength and muscular endurance exercises (isometric, concentric, and eccentric). PE3.5.HS1b</p> <p>Use types of flexibility exercises (static and dynamic). PE3.5.HS1c</p>		<p>-Met by completing the "Heart Rate Lesson" which is in the "Inside Units" and "Outside Units" and also in the "General P.E. Full Semester Lesson Plans."</p> <p>-Met in the Main Folder, then folder "#11. Fitt Plans Folder," and also in the "#8. Weight Training" folder.</p> <p>-Met in the Main Folder, then folder #11 "Fitt Plans Folder," and also the "#10. Calisthenics and Body Work" folder.</p> <p>-Met by completing the "Heart Rate Lesson" which is in the "Inside Units" and "Outside Units" and also in the "General P.E. Full Semester Lesson Plans."</p> <p>Met in the Main Folder, then folder "#11. Fitt Plans Folder," and also in</p>
	<p><b>Year 2:</b> Analyze recovery heart rate in relationship to fitness level and overall health. PE3.5.HS2a</p> <p>Analyze types of muscular strength, muscular endurance, and flexibility</p>		
	<p>exercises for personal fitness development. PE3.5.HS2b</p>		<p>the "#8. Weight Training" folder.</p>
6. Training Principles	<p><b>Year 1:</b> Explain training principles (overload, specificity, progression, reversibility, diminishing return, rest, and recovery) and how they relate to fitness planning. PE3.6.HS1</p>		<p>-Met in weight training unit (see "Handbook," and "Strength and Endurance Docs" for explanation)</p>



**And very likely to also meet yours!**

	workout. PE3.6.HS2		
--	--------------------	--	--

# Buy it Today, Teach it Tomorrow!



What makes this program unique?

- ◆ This program features highly organized step-by-step teacher directions that follow daily lessons, providing physical activity instructions and how-to examples.
- ◆ **Documents and PowerPoints are editable** to cater to you and your students needs. Documents are included in both **Word and PDF** formats.
- ◆ Health Unit PowerPoints are full of trending topics, photos, and video links that teens will appreciate.

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Works Cited:

WA Standards From: <http://www.k12.wa.us/healthfitness/Standards.aspx>

NYC Standards From:

<http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/healthPEFACSLearningStandards.pdf>

Photos From:

<https://labs.openai.com/>

<http://www.pixabay.com>

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<http://www.shutterstock.com/index-in.mhtml>

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