INSTRUCTIONAL UNIT AUTHORS

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BASED ON A CURRICULUM
OVERVIEW SAMPLE AUTHORED BY

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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.

DATE POSTED: APRIL 3, 2015
## Colorado Teacher-Authored Sample Instructional Unit

### Grade Level: 3rd Grade

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Course Name/Course Code</th>
<th>Grade Level</th>
<th>3rd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations (GLE)</th>
<th>GLE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Movement Competence and Understanding</td>
<td>1. Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports</td>
<td>PE09-GR.3-S.1-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Perform movements that engage the brain to facilitate learning</td>
<td>PE09-GR.3-S.1-GLE.2</td>
</tr>
<tr>
<td>2. Physical and Personal Wellness</td>
<td>1. Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing</td>
<td>PE09-GR.3-S.1-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues</td>
<td>PE09-GR.3-S.2-GLE.1</td>
</tr>
<tr>
<td>3. Emotional and Social Wellness</td>
<td>1. Demonstrate positive social behaviors during class</td>
<td>PE09-GR.3-S.3-GLE.1</td>
</tr>
<tr>
<td>4. Prevention and Risk Management</td>
<td>Expectations for this standard are integrated into the other standards at this grade level.</td>
<td></td>
</tr>
</tbody>
</table>

### Colorado 21st Century Skills

**Critical Thinking and Reasoning:** Thinking Deeply, Thinking Differently

**Information Literacy:** Untangling the Web

**Collaboration:** Working Together, Learning Together

**Self-Direction:** Own Your Learning

**Invention:** Creating Solutions

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness</td>
<td>10 weeks</td>
<td>2</td>
</tr>
</tbody>
</table>
# Unit Title
Fitness

## Length of Unit
10 weeks

### Focusing Lens(es)
Heart Health

### Standards and Grade Level Expectations Addressed in this Unit
- PE09-GR.3-S.2-GLE.1
- PE09-GR.3-S.2-GLE.2

### Inquiry Questions (Engaging-Debatable):
1. Do your heart and lungs feel different after you swim than after you run? (PE09-GR.3-S.2-GLE.2-EO.a,c,d,e; IQ.1; RA.1,2,3,4; N.1,2)
2. If entire bodies were made of fat, how would people move? (PE09-GR.3-S.2-GLE.2-EO.b; IQ.2,3; RA.1,5; N.1,2)
3. Which physical activities are the healthiest? (PE09-GR.3-S.2-GLE.1-EO.a; IQ.1; RA.2,3,5; N.2,4)

### Unit Strands
Physical and Personal Wellness in Physical Education

### Concepts
- Identification
- Explanation
- Demonstration
- Description
- Participation
- Relationships
- Lifelong Fitness

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### Generalizations

**My students will Understand that...**

<table>
<thead>
<tr>
<th>Participation in physical activity has a direct influence on the relationship between heart rate and physical fitness. (PE09-GR.3-S.2-GLE.2-EO.a,c,d,e; IQ.1; RA.1,2,3,4; N.1,2)</th>
<th>How does participation in physical activity influence heart rate?</th>
<th>Why is raising your heart rate important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of the cardiovascular benefits of lifelong physical fitness activities increases the likelihood that people will engage in these physical activities. (PE09-GR.3-S.2-GLE.1-EO.d; IQ.1; RA.2,3,5; N.2,4)</td>
<td>What is Cardiovascular Fitness?</td>
<td>What type of activities benefit cardiovascular fitness?</td>
</tr>
<tr>
<td>The identification and explanation of key fitness concepts contributes to lifelong fitness. (PE09-GR.3-S.2-GLE.2-EO.b; IQ.2,3; RA.1,5; N.1,2)</td>
<td>What are the 5 components of Fitness?</td>
<td>Why would your fitness level change over time?</td>
</tr>
</tbody>
</table>
### Critical Content:
**My students will Know...**
- Heart health risks. (PE09-GR.3-S.2-GLE.1-EO.g,h,l; IQ.1; RA.1)
- Heart healthy habits. (PE09-GR.3-S.2-GLE.2-EO.a,b,c,e; IQ.1)
- Fitness goals. (PE09-GR.3-S.2-GLE.2-EO.d,e)
- Pacing. (PE09-GR.3-S.2-GLE.1-EO.h) (PE09-GR.3-S.2-GLE.2-EO.c,d,e)
- Three components of a workout (warm-up, cardiovascular focus, cool-down). (PE09-GR.3-S.2-GLE.2-EO.d)

### Key Skills:
**My students will be able to (Do)...**
- Demonstrate an understanding of pacing. (PE09-GR.3-S.2-GLE.1-EO.h)
- Locate and determine heart rate within different activities. (PE09-GR.3-S.2-GLE.1-EO.f) (PE09-GR.3-S.2-GLE.2-EO.d)
- Identify heart, lungs, muscles and activities that affect them. (PE09-GR.3-S.2-GLE.2-EO.a,b,c,e)
- Differentiate between heart healthy habits and heart risk factors. (PE09-GR.3-S.2-GLE.1-EO.g,h,l; IQ.1;RA.1)
- Connect heart healthy habits to fitness goals. (PE09-GR.3-S.2-GLE.2-EO.d,e)
- Formulate an understanding of pacing strategies. (PE09-GR.3-S.2-GLE.2-EO.c,d,e)
- Synthesize their understanding of the three components of a workout. (PE09-GR.3-S.2-GLE.2-EO.d)

### 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: "Mark Twain exposes the hypocrisy of slavery through the use of satire."

A student in _____________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

I understand the relationship between cardiovascular fitness and the rest of the body to help maintain and improve my life-long fitness.

### Academic Vocabulary:
- Physical activity, Intensity, Pacing, Temperature, Volume, Work load

### Technical Vocabulary:
- Well executed movement, F.I.T.T Principle, Cardiovascular exercise, Arteries, Veins, Tobacco, Cholesterol, Risk factors, Healthy habits, Nutrition, Exertion, Breath control, Warm-up, Cool-down, Heart rate, Muscle, Fat, Lungs, Moderate to vigorous exercise, Cardiovascular endurance, Perspiration
## Unit Description:
This unit encompasses a variety of topics related to heart health. The focus is on introducing the students to personal goal setting, pacing, the F.I.T.T. principle, lifestyle habits and their effects on the heart, and cardiovascular fitness. Through heart healthy activities, students will learn lifelong skills such as anatomy of the heart, finding their heart rate, and developing a fitness plan. This unit culminates with students designing a workout to demonstrate in front of a small group of peers.

## Considerations:
- Time spent with students (e.g., length of class, number of days a week)
- Space
- Class size
- Equipment
- Technology
- District requirements
- Parental support
- Learning Experience #6 requires parental/guardian support

## Unit Generalizations

### Key Generalization (s):
Participation in physical activity has a direct influence on the relationship between heart rate and physical fitness

### Supporting Generalizations:
Knowledge of the cardiovascular benefits of lifelong physical fitness activities increases the likelihood that people will engage in these physical activities
The identification and explanation of key fitness concepts contributes to lifelong fitness

## Performance Assessment: The capstone/summative assessment for this unit.

### Claims:
Participation in physical activity has a direct influence on the relationship between heart rate and physical fitness.
Knowledge of the cardiovascular benefits of lifelong physical fitness activities increases the likelihood that people will engage in these physical activities.
The identification and explanation of key fitness concepts contributes to lifelong fitness.

### Stimulus Material:
As a student fitness coach, you will lead your group (3-5 peers) through a sample fitness workout (e.g. a 30 second warm-up, a 2 minute main cardiovascular activity, and a 30 second cool-down). The workout should include a warm-up, cardiovascular component, and cool-down; and it should demonstrate a variety of exercises that fit within each component of the workout. Once a workout is complete, the peers involved in the workout will fill out the Peer Workout Assessment Sheet for their individual fitness coach.

### Product/Evidence:
Students will perform a sampling of their individual workout with small peer groups. The group members will use a peer assessment sheet to evaluate the elements of the workout. Once all peer assessment forms are completed, then the process will be repeated with a new fitness coach performing their individual workout. The process will continue until every student has had an opportunity to perform. [www.scan.me/wcgdq5x](http://www.scan.me/wcgdq5x) (My Personal Workout Peer Assessment)

### Differentiation:
Student’s workouts may be video graphed or performed one-on-one with the teacher.
## Texts for independent reading or for class read aloud to support the content

<table>
<thead>
<tr>
<th>Informational/Non-Fiction</th>
<th>Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Fitness Education for Children, A Team Approach</em> (Chapter 5) - Stephen J. Virgilio - F.I.T.T. principle (minimal cost) (Lexile range 500-800)</td>
<td><em>Looking After Me: Exercise</em> by Liz Gogerly (Lexile band 500)</td>
</tr>
<tr>
<td><em>Physical Education for Lifelong Fitness: The Physical Best Teacher’s Guide</em> (pgs. 78-79) - Champaign, IL: Human Kinetics (Lexile Range 400-1000)</td>
<td></td>
</tr>
<tr>
<td><em>Physical Activity and Nutrition for Health</em> by Chris Hopper, Bruce Fisher, Kathy D. Munoz (Lexile band 400-1000)</td>
<td></td>
</tr>
<tr>
<td><em>Eat Well and Keep Moving: An Interdisciplinary Curriculum for Teaching Upper Elementary School Nutrition and Physical Activity</em> by Lilian W.Y. Cheung, Hank Dart, Sari Kalin and Steven L. Gortmaker (Lexile band 630-1000)</td>
<td></td>
</tr>
<tr>
<td><em>Fitness Education for Children: A Team Approach</em> by Stephen J. Virgilio (Lexile band 500-1000)</td>
<td></td>
</tr>
<tr>
<td><em>Physical Education Assessment Toolkit</em> by Liz Giles-Brown (Lexile band 500-1000)</td>
<td></td>
</tr>
</tbody>
</table>

## Ongoing Discipline-Specific Learning Experiences

<table>
<thead>
<tr>
<th></th>
<th>Description:</th>
<th>Teacher Resources:</th>
<th>Student Resources:</th>
<th>Skills:</th>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Think/Work like a physically active student consistently evaluating exercises and lifestyle habits that support a healthy heart</td>
<td><a href="http://www.heart.org/HEARTORG/Educator/FortheClassroom/ElementaryLessonPlans/Elementary-Lesson-Plans_UCM_001258_Article.jsp">http://www.heart.org/HEARTORG/Educator/FortheClassroom/ElementaryLessonPlans/Elementary-Lesson-Plans_UCM_001258_Article.jsp</a></td>
<td><a href="http://kidshealth.org/kid/closet/movies/CSmovie.html#cat20580">http://kidshealth.org/kid/closet/movies/CSmovie.html#cat20580</a></td>
<td>Differentiate between heart healthy habits and heart risk factors</td>
<td>Differentiate between heart healthy habits and heart risk factors. Differentiate between heart healthy habits and heart risk factors.</td>
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<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Think/Work like a physically active student understands how to develop personal fitness goals</td>
<td><a href="https://www.presidentschallenge.org/tools-resources/docs/getfit.pdf">https://www.presidentschallenge.org/tools-resources/docs/getfit.pdf</a> (President Fitness Challenge Booklet)</td>
<td><a href="https://www.presidentschallenge.org/tools-resources/docs/getfit.pdf">https://www.presidentschallenge.org/tools-resources/docs/getfit.pdf</a> (President Fitness Challenge Booklet)</td>
<td>Connect heart healthy habits to fitness goals</td>
<td>Students will write a realistic fitness goal to be placed anonymously in a visible area (e.g. wall, bulletin board).</td>
</tr>
</tbody>
</table>
Prior Knowledge and Experiences

The learning experiences build on a presumed student working knowledge of identifying activities that require endurance, muscular strength, healthy food choices to fuel the body, importance of sleep to physical health, and identifying changes in the body during exercise. This unit will continue to introduce and develop understanding of heart healthy habits and the factors related to developing and maintaining a healthy lifestyle through exercising and personal life choices.

Learning Experience # 1

The teacher may introduce a cardiovascular game (e.g. Cardio tag game) so students can begin to make connections between cardio exercise and heart health risks.

| Generalization Connection(s): | Participation in physical activity has a direct influence on the relationship between heart rate and physical fitness Knowledge of the cardiovascular benefits of lifelong physical fitness activities increases the likelihood that people will engage in these physical activities The identification and explanation of key fitness concepts contributes to lifelong fitness |
| Teacher Resources: | [https://drive.google.com/file/d/0B7PY-mRe9Fjt5D7HRE5NdTlnME0/view?usp=sharing](https://drive.google.com/file/d/0B7PY-mRe9Fjt5D7HRE5NdTlnME0/view?usp=sharing) (Cardio tag game) [http://www.heart.org/HEARTORG/Educator/FortheClassroom/ElementaryLessonPlans/Elementary-Lesson-Plans_UCM_001258_Article.jsp](http://www.heart.org/HEARTORG/Educator/FortheClassroom/ElementaryLessonPlans/Elementary-Lesson-Plans_UCM_001258_Article.jsp) (Heart risk lessons and posters, lots of print out and lessons about the heart) |
| Student Resources: | [http://kidshealth.org/kid/closet/movies/CSmovie.html#cat20580](http://kidshealth.org/kid/closet/movies/CSmovie.html#cat20580) (6 min. movie on the heart) [http://www.anatomyarcade.com/index.html](http://www.anatomyarcade.com/index.html) (Click on circulatory and choose puzzle) |
| Assessment: | Students will participate in a cardio tag game(refer to teacher resource) that will help reinforce important ways to keep the heart healthy (e.g., eat healthy foods, move around enough, live tobacco free). |
| Differentiation: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may be a teacher helper at the designated areas helping other students reflects on how to make heart healthy choices |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may provide additional heart healthy choices that correlate with the health risks mentioned in the game |
| Critical Content: | • Heart healthy habits • Heart health risks |
| Key Skills: | • Differentiate between heart healthy habits and heart risk factors. |
| Critical Language: | Cardiovascular exercise, Arteries, Veins, Cholesterol, Nutrition, Risk factors, Healthy habits, Physical activity, Tobacco |
## Learning Experience # 2

The teacher may introduce the F.I.T.T. Principle (Frequency, Intensity, Time, Type) so students can begin to understand each component as it relates to personal fitness.

### Generalization Connection(s):

| Participation in physical activity has a direct influence on the relationship between heart rate and physical fitness |
| The identification and explanation of key fitness concepts contributes to lifelong fitness |

### Teacher Resources:

- [http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf](http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf) (F.I.T.T. Principle)
- [http://www.healthychildren.org/English/healthy-living/fitness/Pages/The-FITT-Plan-for-Physical-Activity.aspx](http://www.healthychildren.org/English/healthy-living/fitness/Pages/The-FITT-Plan-for-Physical-Activity.aspx) (Informative article about the F.I.T.T. Principle)
- [https://www.presidentschallenge.org/tools-resources/docs/getfit.pdf](https://www.presidentschallenge.org/tools-resources/docs/getfit.pdf) (President Fitness Challenge Booklet)

### Student Resources:

- [http://www.youtube.com/watch?v=pfK37uWHVcA](http://www.youtube.com/watch?v=pfK37uWHVcA) (Video with examples of each part of the F.I.T.T. principle)

### Assessment:

Students will participate in a short sampling of exercises that relate to the F.I.T.T. principle. At the end of class, students will complete an exit card stating the definition of F.I.T.T. (e.g. Frequency = how often you exercise).

### Differentiation:

- **Access (Resources and/or Process):**
  - The teacher may modify the exercise as appropriate for student needs. (e.g. upper body movements, leg movements)

- **Expression (Products and/or Performance):**
  - Students may video/document a peer performing exercises relating to F.I.T.T. if they are unable to perform the exercises themselves
  - Students may perform modified exercises/stretches

### Extensions for depth and complexity:

- **Access (Resources and/or Process):**
  - N/A

- **Expression (Products and/or Performance):**
  - Students may demonstrate to the class one exercise/activity that relates to a component of F.I.T.T.
  - Students may develop one exercise for each component of F.I.T.T.

### Critical Content:

- F.I.T.T. Principle

### Key Skills:

- Investigate components of the F.I.T.T. Principle

### Critical Language:

- Frequency, Intensity, Time, Type, F.I.T.T. Principle, Work Load, Perspiration, Heart Rate

## Learning Experience # 3

The teacher may develop a pacer course (refer to teacher resource) so students can understand how pacing strategies (e.g. speed, breath control, exertion) correlate with cardiovascular performance.
### Generalization Connection(s):

Participation in physical activity has a direct influence on the relationship between heart rate and physical fitness. Knowledge of cardiovascular benefits of lifelong physical fitness activities increases the likelihood that people will engage in physical activities.

### Teacher Resources:

- [http://www.youtube.com/watch?v=Y82jDHRrsWE](http://www.youtube.com/watch?v=Y82jDHRrsWE) (Fitnessgram 20-Meter PACER test)
- [www.scan.me/6tcpb9g](http://www.scan.me/6tcpb9g) (Cardio Card)
- [http://www.justrun.org/Getting_Started/training_and_running_tips_for_leaders/supplemental_programs.htm](http://www.justrun.org/Getting_Started/training_and_running_tips_for_leaders/supplemental_programs.htm) (Tips and lesson ideas for running)

### Student Resources:

- [www.scan.me/6tcpb9g](http://www.scan.me/6tcpb9g) (Cardio Card)

### Assessment:

After completing the PACER test, students will record their heart rate on a cardio card. Students will then get into small groups, formulate a definition of pacing, write it on an exit card and post it on the learning wall (e.g. bulletin board, sticky wall, and poster).

### Differentiation:

(Multiple means for students to access content and multiple modes for students to express understanding.)

- **Access (Resources and/or Process):**
  - The teacher may modify the distance of the course
- **Expression (Products and/or Performance):**
  - Students with limited mobility may do upper body motions to the beat of the PACER test

### Extensions for depth and complexity:

- **Access (Resources and/or Process):** N/A
- **Expression (Products and/or Performance):** N/A

### Critical Content:

- Pacing

### Key Skills:

- Formulate an understanding of pacing strategies

### Critical Language:

Exertion, Breath Control, Speed, Heart Rate

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### Learning Experience # 4

The teacher may introduce fitness activities that incorporate the heart, lungs and muscles so students can begin to differentiate between cardiovascular vs. muscular activities.

### Generalization Connection(s):

Participation in physical activity has a direct influence on the relationship between heart rate and physical fitness. Knowledge of the cardiovascular benefits of lifelong physical fitness activities increases the likelihood that people will engage in these physical activities.

### Teacher Resources:

- [www.scan.me/vkwy3y3](http://www.scan.me/vkwy3y3) (Cardio and Muscle Card for Assessment)
- [http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1709#.VEaYpaPnbDc](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1709#.VEaYpaPnbDc) (Fitness Stations Examples)
- [http://adventuretofitness.com/](http://adventuretofitness.com/) (Interactive Fitness Website)
- [http://www.girlshealth.gov/fitness/exercise/musclegroups.html](http://www.girlshealth.gov/fitness/exercise/musclegroups.html) (List of exercises and the muscles they work that can be used for the lesson)
## Student Resources:
- [http://adventuretofitness.com/](http://adventuretofitness.com/) (Interactive Fitness Website)

## Assessment:
Students will work with a partner in fitness stations to complete the activity and determine which cardiovascular (e.g. heart, lungs) and muscular systems are being utilized. Students will record their heart rate and what muscles are impacted on a Cardio and Muscle Card at each station.

## Differentiation:
(Multiple means for students to access content and multiple modes for students to express understanding.)

### Access (Resources and/or Process)
- The teacher may modify the exercises as appropriate for student needs. (e.g. upper body movements, leg movements)

### Expression (Products and/or Performance)
- Students may video/document a peer performing a variety of fitness activities if they are unable to perform the exercise
- Students may perform modified exercises/stretches

## Extensions for depth and complexity:

### Access (Resources and/or Process)
- N/A

### Expression (Products and/or Performance)
- Students may develop a new fitness activity that utilizes different muscle groups
- Students may demonstrate to the class a new fitness activity and/or muscle group

## Critical Content:
- Strategies to help them achieve heart healthy habits
- Variety of fitness activities
- Different muscle groups
- Heart health risks
- Heart healthy habits

## Key Skills:
- Connect a variety of fitness activities to achieve heart healthy habits
- Differentiate between cardiovascular and muscular

## Critical Language:
Cardiovascular exercise, Healthy habits, Physical activity, Heart rate, Muscles, Work load

## Learning Experience # 5

The teacher may provide an example of an anaerobic activity and an aerobic activity so students can determine the effects different exercises have on elevating the heart rate.

### Generalization Connection(s):
- Participation in physical activity has a direct influence on the relationship between heart rate and physical fitness
- Knowledge of cardiovascular benefits of lifelong physical fitness activities increases the likelihood that people will engage in physical activities
- The identification and explanation of key fitness concepts contributes to lifelong fitness

### Teacher Resources:
- [www.scan.me/6tcpb9g](http://www.scan.me/6tcpb9g) (Cardio Card)
- [www.scan.me/j8gdm8x](http://www.scan.me/j8gdm8x) (T Chart)
- [www.fitdeck.com](http://www.fitdeck.com) (Fit Deck cards for minimal purchase)
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Student Resources:
- www.fitdeck.com (Fit Deck cards for minimal purchase)
- http://fit.webmd.com/kids/move/article/exercise-types (Article and list of exercises)

Assessment:
Students will participate in exercises at various stations. At the end of each station students will locate their pulse to find their heart rate on the carotid artery and one additional location (e.g. wrist, temple) and record it on a cardio card. With a partner, they will:
- Compare and contrast activities that elevate their heart rate
- Analyze your results from your cardio card
- Write a sentence explaining the connection between your heart rate and a specific activity using your T-Chart

Differentiation:
(Multiple means for students to access content and multiple modes for students to express understanding.)
- Access (Resources and/or Process)
  - The teacher may modify the exercises as appropriate for student needs. (e.g. upper body movements, leg movements)
- Expression (Products and/or Performance)
  - Students may perform modified exercises/stretches and complete the remainder of the assessment
  - If a student is unable to perform the task, they may observe a peer performing the different fitness activities:
    - Record the peer’s pulse on the cardio card
    - Draw conclusions about the effects the various activities had on the peer’s heart rate

Extensions for depth and complexity:
- Access (Resources and/or Process)
  - Teachers may provide cardio cards
- Expression (Products and/or Performance)
  - Students may create a fitness plan outside of school
  - Students may continue goals and cardio cards throughout the school year

Critical Content:
- Fitness goals
- Heart health risks
- Heart healthy habits

Key Skills:
- Create fitness plan
- Connect a variety of fitness activities to achieve heart healthy habits

Critical Language:
- Anaerobic, Aerobic, Cardiovascular exercise, Carotid artery, Heart rate

Learning Experience # 6

The teacher may introduce a sample workout that incorporates three main components (warm-up, cardiovascular focus, and cool-down) so students can analyze the qualities of an effective workout.

Generalization Connection(s):
- Participation in physical activity has a direct influence on relationship between the heart rate and physical fitness
- Knowledge of the cardiovascular benefits of lifelong physical fitness activities increase the likelihood that people will engage in these physical activities
- The identification and explanation of key concepts contributes to lifelong fitness
### Colorado Teacher Authored Sample Instructional Unit

<table>
<thead>
<tr>
<th>Teacher Resources:</th>
<th><a href="http://www.scan.me/2psw5s7">www.scan.me/2psw5s7</a> (Sample lesson plan/workout format)</th>
</tr>
</thead>
</table>

| Student Resources: | http://kidshealth.org (Click on “For Kids” and then click on “Staying Healthy,” click on “Keeping Fit and Having Fun” then click on “How We Play”)  
http://www.kidnetic.com/Kore/Fitness.aspx (Timed Fitness Challenge) |

| Assessment: | Students will design their own workout in class which will be performed at home. If an individual student completes their work out three times during a week, and has their parents initial their paper to verify their satisfactory performance, they can return their form to be added to the “Workout Wall of Fame” (e.g. Bulletin Board or poster). |

<table>
<thead>
<tr>
<th>Differentiation:</th>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Multiple means for students to access content and multiple modes for students to express understanding.)</td>
<td>The teacher may modify the frequency of workouts for physically challenged students</td>
<td>Students may modify the duration/skill of the cardiovascular focus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extensions for depth and complexity:</th>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may increase the frequency of the workouts during the week</td>
<td></td>
</tr>
</tbody>
</table>

| Critical Content: | • Three components of a workout (warm-up, cardiovascular focus, and cool-down) |

| Key Skills: | • Synthesize their understanding of the three components of a workout |

| Critical Language: | Warm-up, Cardiovascular, Cool-down |