Instructional Unit Title: Fitness

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.

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.

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.

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.

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

PERFORMANCE ASSESSMENT: 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.

This unit was authored by a team of Colorado educators. 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. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.

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