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### Correlation of *Texas Fitness and Wellness Skills* ©2023

### to the Texas Essential Knowledge and Skills, Lifetime Fitness and Wellness Pursuits

**Standard 1A: apply physiological and fitness principles related to exercise and training, including warm-up and cool-down, overload, frequency, intensity, time, and specificity; and**

<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(i) apply physiological principles related to exercise, including warm-up	<b>Curriculum Center Location:</b> Page 3, Module 6, Student Lesson 6.1: Building Your Workouts, "What Is the Best Way to Warm Up?" section	<b>Curriculum Center Location:</b> Pages 1-2, Module 6, Lesson 6.1 Teacher-Directed Activity: Build Your Own Workout: Warm-Ups and Cool Downs, Part 1 section  Page 1, Module 6, Lesson 6.1 Handout: Build Your Own Workout: Warm-Ups and Cool Downs, Part 1 and Reflection Question sections  Pages 2-3, Module 5, Lesson 5.1 Teacher-Directed Activity: Types of Stretching, Page 2 #6 and Page 3 Instructor Debrief section bullets 3 and 4



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Breakout	Narrative	Activity
(ii) apply physiological principles related to exercise, including cool-down	<p><b>Curriculum Center Location:</b></p> <p>Pages 4-5, Module 5, Student Lesson 5.1: Choosing the Right Exercises, "Stretching Exercises" section</p> <p>Page 3, Module 6, Student Lesson 6.1: Building Your Workouts, "Do I Need to Include a Cool Down?" section</p> <p>Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-3, Module 5, Lesson 5.1 Teacher-Directed Activity: Types of Stretching</p> <p>Pages 1-2, Module 6, Lesson 6.1 Teacher-Directed Activity: Build Your Own Workout: Warm-Ups and Cool Downs</p> <p>Page 1, Module 6, Lesson 6.1 Handout: Build Your Own Workout: Warm-Ups and Cool Downs</p>
(iii) apply physiological principles related to exercise, including overload	<p><b>Curriculum Center Location:</b></p> <p>Page 5, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Time" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: Overload Principle</p> <p>Page 1, Module 6, Lesson 6.2 Handout: Build Your Own Workout: Overload Principle</p> <p>Page 2, Module 6 Review and Assessment, Module 6 Handout: Posttest, "Part 2: Review Concepts" section, #2)</p>
(iv) apply physiological principles related to exercise, including frequency	<p><b>Curriculum Center Location:</b></p> <p>Page 2, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Frequency" section</p> <p>Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: FITT Principle</p> <p>Page 1, Module 6, Lesson 6.2 Handout: Frequency Exit Ticket</p> <p>Page 2, Module 6 Review and Assessment, Lesson 6.1 Handout: Review and Reflection Questions, #9</p>



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Breakout	Narrative	Activity
(v) apply physiological principles related to exercise, including intensity	<b>Curriculum Center Location:</b>  Pages 2-3, Module 5, Student Lesson 5.1: Choosing the Right Exercises "Aerobic Exercises" section  Pages 2-5, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Intensity" section  Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section	<b>Curriculum Center Location:</b>  Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: FITT Principle  Page 2, Module 6, Lesson 6.2 Teacher-Directed Activity: Monitoring Heart Rate, "Instructor Debrief" section  Page 2, Module 6, Lesson 6.2 Teacher-Directed Activity: Calculating Heart Rate Zones, "Instructor Debrief" section
(vi) apply physiological principles related to exercise, including time	<b>Curriculum Center Location:</b>  Page 5, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Time" section  Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section	<b>Curriculum Center Location:</b>  Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: FITT Principle  Page 1, Module 6, Lesson 6.2 Handout: Building Your Own Workout: Progression Training  Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: Progression Training
(vii) apply physiological principles related to exercise, including specificity	<b>Curriculum Center Location:</b>  Page 6, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Type" section  Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section	<b>Curriculum Center Location:</b>  Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: FITT Principle  Pages 1-2, Module 6 Review and Assessment, Module 6 Teacher-Directed Activity: Vocabulary Relay



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Breakout	Narrative	Activity
<p>(viii) apply fitness principles related to exercise, including warm-up</p>	<p><b>Curriculum Center Location:</b></p> <p>Page 4, Module 5, Student Lesson 5.1: Choosing the Right Exercises, "Static Stretches" section</p> <p>Page 3, Module 6, Student Lesson 6.1: Building Your Workouts, "What Is the Best Way to Warm Up?" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-3, Module 5, Lesson 5.1 Teacher-Directed Activity: Types of Stretching</p> <p>Pages 1-2, Module 6, Lesson 6.1 Teacher-Directed Activity: Build Your Own Workout: Warm-Ups and Cool Downs</p> <p>Page 1, Module 6, Lesson 6.1 Handout: Build Your Own Workout: Warm-Ups and Cool Downs</p>
<p>(ix) apply fitness principles related to exercise, including cool-down</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 4-5, Module 5, Student Lesson 5.1: Choosing the Right Exercises, "Stretching Exercises" section</p> <p>Page 3, Module 6, Student Lesson 6.1: Building Your Workouts, "Do I Need to Include a Cool Down?" section</p> <p>Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-3, Module 5, Lesson 5.1 Teacher-Directed Activity: Types of Stretching</p> <p>Pages 1-2, Module 6, Lesson 6.1 Teacher-Directed Activity: Build Your Own Workout: Warm-ups and Cool Downs</p> <p>Page 1, Module 6, Lesson 6.1 Handout: Build Your Own Workout: Warm-ups and Cool Downs</p>
<p>(x) apply fitness principles related to exercise, including overload</p>	<p><b>Curriculum Center Location:</b></p> <p>Page 5, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Time" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: Overload Principle</p> <p>Page 1, Module 6, Lesson 6.2 Handout: Build Your Own Workout: Overload Principle</p> <p>Page 2, Module 6 Review and Assessment, Module 6 Handout: Posttest, "Part 2: Review Concepts" section, #2</p>



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Breakout	Narrative	Activity
(xi) apply fitness principles related to exercise, including frequency	<b>Curriculum Center Location:</b>  Page 2, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Frequency" section  Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section	<b>Curriculum Center Location:</b>  Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: FITT Principle  Page 1, Module 6, Lesson 6.2 Handout: Frequency Exit Ticket  Page 2, Module 6 Review and Assessment, Lesson 6.1 Handout: Review and Reflection Questions, #9
(xii) apply fitness principles related to exercise, including intensity	<b>Curriculum Center Location:</b>  Pages 2-3, Module 5, Student Lesson 5.1: Choosing the Right Exercises, "Aerobic Exercises" section  Pages 2-5, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Intensity" section  Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section	<b>Curriculum Center Location:</b>  Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: FITT Principle  Page 2, Module 6, Lesson 6.2 Teacher-Directed Activity: Monitoring Heart Rate, "Instructor Debrief" section  Page 2, Module 6, Lesson 6.2 Teacher-Directed Activity: Calculating Heart Rate Zones, "Instructor Debrief" section
(xiii) apply fitness principles related to exercise, including time	<b>Curriculum Center Location:</b>  Page 5, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Time" section  Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section	<b>Curriculum Center Location:</b>  Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: FITT Principle  Page 1, Module 6, Lesson 6.2 Handout: Build Your Own Workout: Progression Training  Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: Progression Training



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Breakout	Narrative	Activity
<p>(xiv) apply fitness principles related to exercise, including specificity</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 5-6, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Type" section, second paragraph</p> <p>Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: FITT Principle</p> <p>Pages 1-2, Module 6 Review and Assessment, Module 6 Teacher-Directed Activity: Vocabulary Relay</p>
<p>(xv) apply physiological principles related to training, including warm-up</p>	<p><b>Curriculum Center Location:</b></p> <p>Page 3, Module 6, Student Lesson 6.1: Building Your Workouts, "What Is the Best Way to Warm Up?" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-3, Module 5, Lesson 5.1 Teacher-Directed Activity: Types of Stretching</p> <p>Pages 1-2, Module 6, Lesson 6.1 Teacher-Directed Activity: Build Your Own Workout: Warm-Ups and Cool Downs</p> <p>Page 1, Module 6, Lesson 6.1 Handout: Build Your Own Workout: Warm-Ups and Cool Downs</p>
<p>(xvi) apply physiological principles related to training, including cool-down</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 4-5, Module 5, Student Lesson 5.1: Choosing the Right Exercises, "Stretching Exercises" section</p> <p>Pages 3-4, Module 6, Student Lesson 6.1: Building Your Workouts, "Do I Need to Include a Cool Down?" section</p> <p>Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-3, Module 5, Lesson 5.1 Teacher-Directed Activity: Types of Stretching</p> <p>Pages 1-2, Module 6, Lesson 6.1 Teacher-Directed Activity: Build Your Own Workout: Warm-Ups and Cool Downs</p> <p>Page 1, Module 6, Lesson 6.1 Handout: Build Your Own Workout: Warm-Ups and Cool Downs</p>



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Breakout	Narrative	Activity
(xvii) apply physiological principles related to training, including overload	<b>Curriculum Center Location:</b>  Page 5, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Time" section	<b>Curriculum Center Location:</b>  Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: Overload Principle  Page 1, Module 6, Lesson 6.2 Handout: Build Your Own Workout: Overload Principle  Page 2, Module 6 Review and Assessment, Module 6 Handout: Posttest, "Part 2: Review Concepts" section, #2
(xviii) apply physiological principles related to training, including frequency	<b>Curriculum Center Location:</b>  Page 2, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Frequency" section  Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section	<b>Curriculum Center Location:</b>  Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: FITT Principle  Page 1, Module 6, Lesson 6.2 Handout: Frequency Exit Ticket  Page 2, Module 6 Review and Assessment, Lesson 6.1 Handout: Review and Reflection Questions, #9
(xix) apply physiological principles related to training, including intensity	<b>Curriculum Center Location:</b>  Pages 2-3, Module 5, Student Lesson 5.1: Choosing the Right Exercises, "Aerobic Exercises" section  Pages 2-5, Module 5, Student Lesson 6.2: Incorporating Training Principles and Types, "Intensity" section  Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section	<b>Curriculum Center Location:</b>  Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: FITT Principle  Page 2, Module 6, Lesson 6.2 Teacher-Directed Activity: Monitoring Heart Rate, "Instructor Debrief" section  Page 2, Module 6, Lesson 6.2 Teacher-Directed Activity: Calculating Heart Rate Zones, "Instructor Debrief" section



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Breakout	Narrative	Activity
(xx) apply physiological principles related to training, including time	<b>Curriculum Center Location:</b>  Page 5, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Time" section  Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section	<b>Curriculum Center Location:</b>  Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: FITT Principle  Page 1, Module 6, Lesson 6.2 Handout: Build Your Own Workout: Progression Training  Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: Progression Training
(xxi) apply physiological principles related to training, including specificity	<b>Curriculum Center Location:</b>  Pages 5-6, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Type" section, second paragraph  Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section	<b>Curriculum Center Location:</b>  Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: FITT Principle  Pages 1-2, Module 6 Review and Assessment, Module 6 Teacher-Directed Activity: Vocabulary Relay
(xxii) apply fitness principles related to training, including warm-up	<b>Curriculum Center Location:</b>  Page 3, Module 6, Student Lesson 6.1: Building Your Workouts, "What Is the Best Way to Warm Up?" section	<b>Curriculum Center Location:</b>  Pages 1-3, Module 5, Lesson 5.1 Teacher-Directed Activity: Types of Stretching  Pages 1-2, Module 6, Lesson 6.1 Teacher-Directed Activity: Build Your Own Workout: Warm-Ups and Cool Downs  Page 1, Module 6, Lesson 6.1 Handout: Build Your Own Workout: Warm-Ups and Cool Downs





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Breakout	Narrative	Activity
(xxiii) apply fitness principles related to training, including cool-down	<b>Curriculum Center Location:</b>  Pages 4-5, Module 5, Student Lesson 5.1: Choosing the Right Exercises, "Stretching Exercises" section  Pages 3-4, Module 6, Student Lesson 6.1: Building Your Workouts, "Do I Need to Include a Cool Down?" section  Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section	<b>Curriculum Center Location:</b>  Pages 1-3, Module 5, Lesson 5.1 Teacher-Directed Activity: Types of Stretching  Pages 1-2, Module 6, Lesson 6.1 Teacher-Directed Activity: Build Your Own Workout: Warm-Ups and Cool Downs  Page 1, Module 6, Lesson 6.1 Handout: Build Your Own Workout: Warm-Ups and Cool Downs
(xxiv) apply fitness principles related to training, including overload	<b>Curriculum Center Location:</b>  Page 5, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Time" section	<b>Curriculum Center Location:</b>  Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: Overload Principle  Page 1, Module 6, Lesson 6.2 Handout: Build Your Own Workout: Overload Principle  Page 2, Module 6 Review and Assessment, Module 6 Handout: Posttest, "Part 2: Review Concepts" section, #2
(xxv) apply fitness principles related to training, including frequency	<b>Curriculum Center Location:</b>  Page 2, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Frequency" section  Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section	<b>Curriculum Center Location:</b>  Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: FITT Principle  Page 1, Module 6, Lesson 6.2 Handout: Frequency Exit Ticket  Page 2, Module 6 Review and Assessment, Lesson 6.1 Handout: Review and Reflection Questions, #9



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Breakout	Narrative	Activity
(xxvi) apply fitness principles related to training, including intensity	<p><b>Curriculum Center Location:</b></p> <p>Pages 2-3, Module 5, Student Lesson 5.1: Choosing the Right Exercises, "Aerobic Exercises" section</p> <p>Pages 2-5, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Intensity" section</p> <p>Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: FITT Principle</p> <p>Page 2, Module 6, Lesson 6.2 Teacher-Directed Activity: Monitoring Heart Rate, "Instructor Debrief" section</p> <p>Page 2, Module 6, Lesson 6.2 Teacher-Directed Activity: Calculating Heart Rate Zones, "Instructor Debrief" section</p>
(xxvii) apply fitness principles related to training, including time	<p><b>Curriculum Center Location:</b></p> <p>Page 5, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Time" section</p> <p>Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: FITT Principle</p> <p>Page 1, Module 6, Lesson 6.2 Handout: Build Your Own Workout: Progression Training</p> <p>Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: Progression Training</p>
(xxviii) apply fitness principles related to training, including specificity	<p><b>Curriculum Center Location:</b></p> <p>Pages 5-6, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Type" section, second paragraph</p> <p>Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: FITT Principle</p> <p>Pages 1-2, Module 6 Review and Assessment, Module 6 Teacher-Directed Activity: Vocabulary Relay</p>

**Standard 1B: apply basic biomechanical principles related to exercise and training, including force, leverage, and type of contraction.**



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<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(i) apply basic biomechanical principles related to exercise, including force	<b>Curriculum Center Location:</b> Page 2, Module 5, Student Lesson 5.2: Types of Exercise Movements, "Biomechanical Principles" section	<b>Curriculum Center Location:</b> Page 3, Module 5 Review and Assessment, Module 5 Handout: Posttest, "Part 3: Applying Key Concepts" section, #3
(ii) apply basic biomechanical principles related to exercise, including leverage	<b>Curriculum Center Location:</b> Page 2, Module 5, Student Lesson 5.2: Types of Exercise Movements, "Biomechanical Principles" section	<b>Curriculum Center Location:</b> Page 3, Module 5 Review and Assessment, Module 5 Handout: Posttest, "Part 3: Applying Key Concepts" section, #3
(iii) apply basic biomechanical principles related to exercise, including type of contraction	<b>Curriculum Center Location:</b> Page 2, Module 5, Student Lesson 5.2: Types of Exercise Movements, "Eccentric Contractions" section  Page 2, Module 5, Student Lesson 5.2: Types of Exercise Movements, "Concentric Contractions" section  Page 2, Module 5, Student Lesson 5.2: Types of Exercise Movements, "Isometric Contractions" section	<b>Curriculum Center Location:</b> Page 2, Module 5, Lesson 5.2 Teacher-Directed Activity: Types of Contraction Relay, "Instructor Debrief" section  Page 2, Module 5, Lesson 5.2 Teacher-Directed Activity: Types of Contraction, "Instructor Debrief" section  Page 1, Module 5, Lesson 5.2 Handout: Types of Contraction Activity Monitoring Sheet
(iv) apply basic biomechanical principles related to training, including force	<b>Curriculum Center Location:</b> Page 2, Module 5, Student Lesson 5.2: Types of Exercise Movements, "Biomechanical Principles" section	<b>Curriculum Center Location:</b> Page 3, Module 5 Review and Assessment, Module 5 Handout: Posttest, "Part 3: Applying Key Concepts" section, #3
(v) apply basic biomechanical principles related to training, including leverage	<b>Curriculum Center Location:</b> Page 2, Module 5, Student Lesson 5.2: Types of Exercise Movements, "Biomechanical Principles" section	<b>Curriculum Center Location:</b> Page 3, Module 5 Review and Assessment, Module 5 Handout: Posttest, "Part 3: Applying Key Concepts" section, #3



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Breakout	Narrative	Activity
(vi) apply basic biomechanical principles related to training, including type of contraction	<p><b>Curriculum Center Location:</b></p> <p>Page 2, Module 5, Student Lesson 5.2: Types of Exercise Movements, "Eccentric Contractions" section</p> <p>Page 2, Module 5, Student Lesson 5.2: Types of Exercise Movements, "Concentric Contractions" section</p> <p>Page 2, Module 5, Student Lesson 5.2: Types of Exercise Movements, "Isometric Contractions" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Page 2, Module 5, Lesson 5.2 Teacher-Directed Activity: Types of Contraction Relay, "Instructor Debrief" section</p> <p>Page 2, Module 5, Lesson 5.2 Teacher-Directed Activity: Types of Contraction, "Instructor Debrief" section</p>

## Standard 2A: apply appropriate procedures to ensure safety;

Breakout	Narrative	Activity
(i) apply appropriate procedures to ensure safety	<p><b>Curriculum Center Location:</b></p> <p>Pages 2-3, Module 1, Student Lesson 1.4: Practicing Safety, "Staying Safe During Physical Education" section</p> <p>Pages 4-5, Module 1, Student Lesson 1.4: Practicing Safety, "Staying Safe in Your Community" section</p> <p>Page 6, Module 1, Student Lesson 1.4: Practicing Safety, "Outdoor Safety" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-2, Module 1, Lesson 1.4 Handout, Safety Scavenger Hunt</p> <p>Page 2, Module 1, Lesson 1.4 Teacher-Directed Activity: Safety Scavenger Hunt, "Instructor Debrief" section</p> <p>Pages 1-3, Fitness Activities: Speedball</p>

## Standard 2B: apply appropriate practices and procedures to improve skills in various fitness activities;



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Breakout	Narrative	Activity
(i) apply appropriate practices to improve skills in various fitness activities	<p><b>Curriculum Center Location:</b></p> <p>Pages 2-3, Module 5, Student Lesson 5.3: Learning a New Skill</p> <p>Pages 2-3, Module 6, Student Lesson 6.3: Training the Safe Way, "Modifying Exercises" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-3, Module 5, Lesson 5.3 Teacher-Directed Activity: Learning a New Skill</p> <p>Page 1, Module 5, Lesson 5.3 Handout: Learning a New Skill</p> <p>Page 3, Module 5 Review and Assessment, Module 5 Handout: Posttest, "Part 3: Applying Key Concepts" section, #2</p>
(ii) apply appropriate procedures to improve skills in various fitness activities	<p><b>Curriculum Center Location:</b></p> <p>Pages 2-3, Module 6, Student Lesson 6.3: Training the Safe Way, "Modifying Exercises" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-3, Module 5, Lesson 5.3 Teacher-Directed Activity: Learning a New Skill</p> <p>Page 1, Module 5, Lesson 5.3 Handout: Learning a New Skill</p> <p>Pages 1-2, Module 6, Lesson 6.3 Teacher-Directed Activity: Exercise Modification</p>

## Standard 2C: perform skills and appropriate techniques at a basic level of competency;

Breakout	Narrative	Activity
(i) perform skills at a basic level of competency	<p><b>Curriculum Center Location:</b></p> <p>Pages 2-3, Module 5, Student Lesson 5.1: Choosing the Right Exercises, "Aerobic Exercises" section</p> <p>Pages 3-4, Module 5, Student Lesson 5.1: Choosing the Right Exercises, "Anaerobic Exercises" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-2, Module 3, Lesson 3.3 Teacher-Directed Activity: AMRAP Calorie Burn Workout</p> <p>Page 3, Module 5, Lesson 5.3 Teacher-Directed Activity: Learning a New Skill, "Instructor Debrief" section</p> <p>Page 1, Module 5, Lesson 5.3 Handout: Learning a New Skill</p>



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Breakout	Narrative	Activity
(ii) perform appropriate techniques at a basic level of competency	<p><b>Curriculum Center Location:</b></p> <p>Pages 2-3, Module 5, Student Lesson 5.1: Choosing the Right Exercises, "Aerobic Exercises" section</p> <p>Pages 3-4, Module 5, Student Lesson 5.1: Choosing the Right Exercises, "Anaerobic Exercises" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Page 3, Module 5, Lesson 5.3 Teacher-Directed Activity: Learning a New Skill, "Instructor Debrief" section</p> <p>Page 1, Module 5, Lesson 5.3 Handout: Learning a New Skill</p> <p>Pages 1-2, Module 8 Review and Assessment, Module 8 Teacher-Directed Activity: Physical Activity Assessment</p>

**Standard 2D: modify movement during performance using appropriate internal and external feedback; and**

Breakout	Narrative	Activity
(i) modify movement during performance using appropriate internal feedback	<p><b>Curriculum Center Location:</b></p> <p>Page 2, Module 5, Student Lesson 5.3: Learning a New Skill, "Associative Stage" section</p> <p>Pages 2-3, Module 6, Student Lesson 6.3: Training the Safe Way, "Modifying Exercises" section</p> <p>Page 7, Module 8, Student Lesson 8.1: The Benefits of Physical Literacy, "Intrinsic Motivation" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Page 3, Module 5, Lesson 5.3 Teacher-Directed Activity: Learning a New Skill, "Instructor Debrief" section</p> <p>Page 2, Module 5 Review and Assessment, Lesson 5.3 Handout: Review and Reflection Questions, #9</p> <p>Page 1, Module 5, Lesson 5.3 Handout: Associative Stage Exit Ticket</p>



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Breakout	Narrative	Activity
(ii) modify movement during performance using appropriate external feedback	<b>Curriculum Center Location:</b>  Page 2, Module 5, Student Lesson 5.3: Learning a New Skill, "Cognitive Stage" section  Page 2, Module 5, Student Lesson 5.3: Learning a New Skill, "Associative Stage" section  Pages 2-3, Module 6, Student Lesson 6.3: Training the Safe Way, "Modifying Exercises" section	<b>Curriculum Center Location:</b>  Page 3, Module 5, Lesson 5.3 Teacher-Directed Activity: Learning a New Skill, "Instructor Debrief" section  Page 1, Module 5, Lesson 5.3 Handout: Cognitive Stage Exit Ticket  Page 1, Module 6, Lesson 6.3 Handout: Training the Safe Way

**Standard 2E: explain various methods to achieve personal fitness, including interval training, circuit training, high-intensity interval training (HIIT), and functional fitness training.**

Breakout	Narrative	Activity
(i) explain various methods to achieve personal fitness, including interval training	<b>Curriculum Center Location:</b>  Page 8, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Interval Training" section	<b>Curriculum Center Location:</b>  Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: Types of Training  Page 1, Module 6 Review and Assessment, Module 6 Handout: Pretest, #5



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Breakout	Narrative	Activity
(ii) explain various methods to achieve personal fitness, including circuit training	<b>Curriculum Center Location:</b>  Page 7, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Circuit Training" section	<b>Curriculum Center Location:</b>  Pages 1-2, Module 3, Lesson 3.1 Teacher-Directed Activity: Categorizing Carbohydrates Circuit Training  Pages 1-2, Module 3, Lesson 3.3 Teacher-Directed Activity: AMRAP Calorie Burn Workout  Page 2, Module 4, Lesson 4.1 Teacher-Directed Activity: Health-Related Fitness Self-Assessment, "Instructor Debrief" section
(iii) explain various methods to achieve personal fitness, including high-intensity interval training (HIIT)	<b>Curriculum Center Location:</b>  Pages 8-9, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "High-Intensity Interval Training (HIIT)" section	<b>Curriculum Center Location:</b>  Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build your Own Workout: HIIT  Page 1, Module 6, Lesson 6.2 Handout: Build your Own Workout: HIIT  Pages 1-2, Module 6 Review and Assessment, Lesson 6.2 Handout: Review and Reflection Questions, #6, #10
(iv) explain various methods to achieve personal fitness, including functional fitness training	<b>Curriculum Center Location:</b>  Page 8, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Functional Fitness Training" section	<b>Curriculum Center Location:</b>  Page 1, Module 6, Lesson 6.2 Handout: Types of Training Matching  Pages 1-2, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: Types of Training

**Standard 3A: demonstrate appropriate safety procedures, including wearing proper attire, using equipment safely, practicing exercise etiquette, and recognizing situational environmental hazards;**





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Breakout	Narrative	Activity
(i) demonstrate appropriate safety procedures, including wearing proper attire	<b>Curriculum Center Location:</b>  Page 3, Module 1, Student Lesson 1.4: Practicing Safety, "Wear Proper Attire" section  Page 5, Module 1, Student Lesson 1.4: Practicing Safety, "Biking" section  Page 6, Module 1, Student Lesson 1.4: Practicing Safety, "Cold Weather" section	<b>Curriculum Center Location:</b>  Page 3, Module 1 Review and Assessment, Module 1 Handout: Posttest, "Part 3: Applying Key Concepts" section, #2  Page 1, Module 6, Lesson 6.3 Handout: Choosing the Correct Clothing Exit Ticket  Page 2, Module 6 Review and Assessment, Lesson 6.3 Handout: Review and Reflection Questions, #9
(ii) demonstrate appropriate safety procedures, including using equipment safely	<b>Curriculum Center Location:</b>  Page 3, Module 1, Student Lesson 1.4: Practicing Safety, "Using Equipment Safely" section  Pages 6-7, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Strength Training" section	<b>Curriculum Center Location:</b>  Page 1, Module 1 Review and Assessment, Lesson 1.4 Handout: Review and Reflection Questions, #4  Page 3, Module 6 Review and Assessment, Module 6 Handout: Posttest, "Part 3: Applying Key Concepts" section, #2
(iii) demonstrate appropriate safety procedures, including practicing exercise etiquette	<b>Curriculum Center Location:</b>  Page 3, Module 1, Student Lesson 1.4: Practicing Safety, "Practice Exercise Etiquette" section	<b>Curriculum Center Location:</b>  Page 1, Module 1 Review and Assessment, Lesson 1.4 Handout: Review and Reflection Questions, #2



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Breakout	Narrative	Activity
(iv) demonstrate appropriate safety procedures, including recognizing situational environmental hazards	<p><b>Curriculum Center Location:</b></p> <p>Page 2, Module 1, Student Lesson 1.4: Practicing Safety, "Pay Attention to Your Surroundings" section</p> <p>Page 4, Module 1, Student Lesson 1.4: Practicing Safety, "Walking or Jogging" section</p> <p>Page 5, Module 1, Student Lesson 1.4: Practicing Safety, "Biking" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Page 2, Module 1 Review and Assessment, Module 1 Handout: Pretest, #7</p> <p>Page 1, Module 1, Lesson 1.4 Handout: Outdoor Safety Exit Ticket</p> <p>Page 1, Module 1, Lesson 1.4 Handout: Staying Safe in Your Community Exit Ticket</p>

**Standard 3B: identify and describe exercise techniques that may be harmful or unsafe;**

Breakout	Narrative	Activity
(i) identify exercise techniques that may be harmful or unsafe	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-2, Module 6, Student Lesson 6.3: Training the Safe Way, "Using Proper Form" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-2, Module 6, Lesson 6.3 Teacher-Directed Activity: Training the Safe Way</p> <p>Page 1, Module 6, Lesson 6.3 Handout: Training the Safe Way</p>
(ii) describe exercise techniques that may be harmful or unsafe	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-2, Module 6, Student Lesson 6.3: Training the Safe Way, "Using Proper Form" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-2, Module 6, Lesson 6.3 Teacher-Directed Activity: Training the Safe Way</p> <p>Page 1, Module 6, Lesson 6.3 Handout: Training the Safe Way</p>

**Standard 3C: explain the relationships among hydration, physical activity, and environmental conditions;**



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Breakout	Narrative	Activity
(i) explain the relationships among hydration, physical activity, and environmental conditions	<b>Curriculum Center Location:</b>  Pages 8-9, Module 3, Student Lesson 3.1: Meeting Nutritional Needs, "Water" section	<b>Curriculum Center Location:</b>  Page 2, Module 3, Lesson 3.1 Teacher-Directed Activity: Water Bucket Relay Challenge, "Instructor Debrief" section

**Standard 3D: explain the relationship between physical fitness and wellness;**

Breakout	Narrative	Activity
(i) explain the relationship between physical fitness and wellness	<b>Curriculum Center Location:</b>  Page 2, Module 1, Student Lesson 1.1: Developing Physical Literacy, "What Are Physical Fitness and Wellness?" section  Pages 2-6, Module 8, Student Lesson 8.2: Physical Literacy Across the Lifespan, "Young Adulthood", "Middle Adulthood", and "Older Adulthood" sections  Page 2, Module 8, Student Lesson 8.2: Physical Literacy Across the Lifespan, paragraph 1	<b>Curriculum Center Location:</b>  Page 2, Module 1, Lesson 1.3 Teacher-Directed Activity: SMART Goals Relay, "Instructor Debrief" section  Page 1, Module 1, Lesson 1.1 Handout: Physical Fitness and Wellness Exit Ticket  Page 2, Module 3, Lesson 3.4 Teacher-Directed Activity: Wellness Myth vs. Fact Circuit Training, "Instructor Debrief" section

**Standard 3E: participate in a variety of activities that develop health-related physical fitness;**



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Breakout	Narrative	Activity
(i) participate in a variety of activities that develop health-related physical fitness	<p><b>Curriculum Center Location:</b></p> <p>Pages 2-3, Module 2, Student Lesson 2.1: Developing Health-Related Fitness, "Cardiorespiratory Endurance," "Muscular Endurance," "Muscular Strength," and "Flexibility" sections</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-2, Module 2, Lesson 2.1 Teacher-Directed Activity: Performing Circuit Training Exercises</p> <p>Pages 1-2, Module 2, Lesson 2.1 Teacher-Directed Activity: Performing a Flexibility Workout</p> <p>Pages 1-2, Module 2, Lesson 2.1 Teacher-Directed Activity: Performing a Tabata Training Workout</p>

**Standard 3F: describe training principles appropriate to enhance cardiorespiratory endurance, muscular strength and endurance, and flexibility;**

Breakout	Narrative	Activity
(i) describe training principles appropriate to enhance cardiorespiratory endurance	<p><b>Curriculum Center Location:</b></p> <p>Page 5, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Time" section</p> <p>Page 6, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Aerobic Training" section</p> <p>Pages 8-9, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "High-Intensity Interval Training (HIIT)" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 2-3, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: FITT Principle, "Instructor Debrief" section</p> <p>Page 1, Module 6, Lesson 6.2 Handout: Build Your Own Workout: FITT Principle</p>



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Breakout	Narrative	Activity
(ii) describe training principles appropriate to enhance muscular strength	<p><b>Curriculum Center Location:</b></p> <p>Page 2, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Frequency" section</p> <p>Page 5, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Time" section</p> <p>Pages 6-7, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Strength Training" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 2-3, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: FITT Principle, "Instructor Debrief" section</p> <p>Page 1, Module 6, Lesson 6.2 Handout: Build Your Own Workout: FITT Principle</p>
(iii) describe training principles appropriate to enhance muscular endurance	<p><b>Curriculum Center Location:</b></p> <p>Page 2, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Frequency" section</p> <p>Page 5, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Time" section</p> <p>Pages 6-7, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Strength Training" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 2-3, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: FITT Principle, "Instructor Debrief" section</p> <p>Page 1, Module 6, Lesson 6.2 Handout: Build Your Own Workout: FITT Principle</p>
(iv) describe training principles appropriate to enhance flexibility	<p><b>Curriculum Center Location:</b></p> <p>Page 2, Module 6, Student Lesson 6.2: Incorporating Training Principles and Types, "Frequency" section</p> <p>Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery," paragraph 3</p> <p>Pages 3-4, Module 6, Student Lesson 6.1: Building Your Workouts, "Do I Need to Include a Cool Down?" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Page 2, Module 6, Lesson 6.1 Teacher-Directed Activity: Build Your Own Workout: Warm-Ups and Cool Downs, "Instructor Debrief" section</p> <p>Page 1, Module 6, Lesson 6.1 Handout: Build Your Own Workout: Warm-Ups and Cool Downs</p>



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**Standard 3G: exhibit a basic level of competency in two or more aerobic and two or more anaerobic activities;**

<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(i) exhibit a basic level of competency in two or more aerobic activities	<p><b>Curriculum Center Location:</b></p> <p>Pages 2-3, Module 5, Student Lesson 5.1: Choosing the Right Exercises, "Aerobic Exercises" section</p> <p>Pages 3-4, Module 5, Student Lesson 5.1: Choosing the Right Exercises, "Anaerobic Exercises" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-2, Module 5, Lesson 5.1 Teacher-Directed Activity: Build Your Own Workout: Aerobic and Anaerobic Exercises</p> <p>Page 2, Module 5 Review and Assessment, Lesson 5.1 Handout: Review and Reflection Questions, #9</p> <p>Pages 1-3, Module 6, Lesson 6.2 Teacher-Directed Activity: Build Your Own Workout: FITT Principle</p>
(ii) exhibit a basic level of competency in two or more anaerobic activities	<p><b>Curriculum Center Location:</b></p> <p>Pages 2-3, Module 5, Student Lesson 5.1: Choosing the Right Exercises, "Aerobic Exercises" section</p> <p>Pages 3-4, Module 5, Student Lesson 5.1: Choosing the Right Exercises, "Anaerobic Exercises" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-2, Module 5, Lesson 5.1 Teacher-Directed Activity: Build Your Own Workout: Aerobic and Anaerobic Exercises</p> <p>Page 2, Module 5 Review and Assessment, Lesson 5.1 Handout: Review and Reflection Questions, #9</p>

**Standard 3H: select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness;**



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<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(i) select appropriate technology tools to evaluate health-related fitness	<b>Curriculum Center Location:</b>  Pages 2-4, Module 7, Student Lesson 7.1: Fitness Technology, "Devices for Tracking Fitness" section	<b>Curriculum Center Location:</b>  Pages 2-3, Module 7, Lesson 7.1 Teacher-Directed Activity: Wearable Technology, "Instructor Debrief" section  Page 1, Module 7, Lesson 7.1 Handout: Devices for Tracking Fitness Exit Ticket  Pages 1-2, Module 7, Lesson 7.2 Teacher-Directed Activity: Technology Scavenger Hunt
(ii) select appropriate technology tools to monitor health-related fitness	<b>Curriculum Center Location:</b>  Pages 2-4, Module 7, Student Lesson 7.1: Fitness Technology, "Devices for Tracking Fitness" section	<b>Curriculum Center Location:</b>  Pages 1-3, Module 7, Lesson 7.1 Teacher-Directed Activity: Wearable Technology  Page 1, Module 7, Lesson 7.1 Handout: Devices for Tracking Fitness Exit Ticket
(iii) select appropriate technology tools to improve health-related fitness	<b>Curriculum Center Location:</b>  Pages 2-4, Module 7, Student Lesson 7.1: Fitness Technology, "Devices for Tracking Fitness" section	<b>Curriculum Center Location:</b>  Pages 1-3, Module 7, Lesson 7.1 Teacher-Directed Activity: Wearable Technology  Page 1, Module 7, Lesson 7.1 Handout: Devices for Tracking Fitness Exit Ticket  Page 1, Module 7 Review and Assessment, Module 7 Handout: Pretest, #4
(iv) use appropriate technology tools to evaluate health-related fitness	<b>Curriculum Center Location:</b>  Pages 2-4, Module 7, Student Lesson 7.1: Fitness Technology, "Devices for Tracking Fitness" section	<b>Curriculum Center Location:</b>  Pages 1-3, Module 7, Lesson 7.1 Teacher-Directed Activity: Wearable Technology  Page 1, Module 7, Lesson 7.1 Handout: Devices for Tracking Fitness Exit Ticket



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Breakout	Narrative	Activity
(v) use appropriate technology tools to monitor health-related fitness	<p><b>Curriculum Center Location:</b></p> <p>Pages 2-4, Module 7, Student Lesson 7.1: Fitness Technology, "Devices for Tracking Fitness" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-3, Module 7, Lesson 7.1 Teacher-Directed Activity: Wearable Technology</p> <p>Page 1, Module 7, Lesson 7.1 Handout: Devices for Tracking Fitness Exit Ticket</p>
(vi) use appropriate technology tools to improve health-related fitness	<p><b>Curriculum Center Location:</b></p> <p>Pages 2-4, Module 7, Student Lesson 7.1: Fitness Technology, "Devices for Tracking Fitness" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-3, Module 7, Lesson 7.1 Teacher-Directed Activity: Wearable Technology</p> <p>Page 1, Module 7, Lesson 7.1 Handout: Devices for Tracking Fitness Exit Ticket</p>

**Standard 3l: design and implement a personal fitness program that includes health-related fitness components;**

Breakout	Narrative	Activity
(i) design a personal fitness program that includes health-related fitness components	<p><b>Curriculum Center Location:</b></p> <p>Pages 2-4, Module 4, Student Lesson 4.2: Creating Your Personal Fitness Plan, "Building Your Fitness Plan" section</p> <p>Pages 2-3, Module 4, Student Lesson 4.1: Starting Your Fitness Journey, "Measuring Your Health-Related Fitness" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Page 1, Module 4, Lesson 4.2 Handout: Building Your Fitness Plan Exit Ticket</p> <p>Page 2, Module 4, Lesson 4.2 Teacher-Directed Activity: Build Your Own Workout: 1000 Reps, "Instructor Debrief" section</p> <p>Pages 1-2, Module 4 Review and Assessment, Module 4 Teacher-Directed Activity: Physical Activity Assessment</p>





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Breakout	Narrative	Activity
(ii) implement a personal fitness program that includes health-related fitness components	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-3, Module 4, Student Lesson 4.3: Implementing Your Personal Fitness Plan, "Logging Your Progress" section</p> <p>Pages 3-4, Module 4, Student Lesson 4.3: Implementing Your Personal Fitness Plan, "Evaluating Your Progress" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Page 1, Module 4, Lesson 4.3 Handout: Logging Your Progress Exit Ticket</p> <p>Page 3, Module 4 Review and Assessment, Module 4 Handout: Posttest, "Part 3: Applying Key Concepts" section, #2</p> <p>Pages 1-2, Module 4 Review and Assessment, Module 4 Teacher-Directed Activity: Physical Activity Assessment</p>

**Standard 3J: measure and evaluate personal skill-related components of physical fitness, including agility, balance, coordination, power, reaction time, and speed; and**

Breakout	Narrative	Activity
(i) measure personal skill-related components of physical fitness, including agility	<p><b>Curriculum Center Location:</b></p> <p>Page 4, Module 2, Student Lesson 2.2: Improving Skill-Related Fitness, "Measuring and Evaluating Skill-Related Fitness" section</p> <p>Pages 3-5, Module 4, Student Lesson 4.1: Starting Your Fitness Journey, "Measuring Your Skill-Related Fitness" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-3, Module 2, Lesson 2.2 Teacher-Directed Activity: Performing a Skill-Related Fitness Workout</p> <p>Page 1, Module 4, Lesson 4.1 Handout: Measuring Your Skill-Related Fitness Exit Ticket</p> <p>Page 1, Module 4, Lesson 4.1 Handout: Skill-Related Fitness Self-Assessment</p>



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Breakout	Narrative	Activity
(ii) measure personal skill-related components of physical fitness, including balance	<b>Curriculum Center Location:</b>  Page 4, Module 2, Student Lesson 2.2: Improving Skill-Related Fitness, "Measuring and Evaluating Skill-Related Fitness" section  Pages 3-5, Module 4, Student Lesson 4.1: Starting Your Fitness Journey, "Measuring Your Skill-Related Fitness" section	<b>Curriculum Center Location:</b>  Pages 1-3, Module 2, Lesson 2.2 Teacher-Directed Activity: Performing a Skill-Related Fitness Workout  Page 1, Module 4, Lesson 4.1 Handout: Measuring Your Skill-Related Fitness Exit Ticket  Page 1, Module 4, Lesson 4.1 Handout: Skill-Related Fitness Self-Assessment
(iii) measure personal skill-related components of physical fitness, including coordination	<b>Curriculum Center Location:</b>  Page 4, Module 2, Student Lesson 2.2: Improving Skill-Related Fitness, "Measuring and Evaluating Skill-Related Fitness" section  Pages 3-5, Module 4, Student Lesson 4.1: Starting Your Fitness Journey, "Measuring Your Skill-Related Fitness" section	<b>Curriculum Center Location:</b>  Pages 1-3, Module 2, Lesson 2.2 Teacher-Directed Activity: Performing a Skill-Related Fitness Workout  Page 1, Module 4, Lesson 4.1 Handout: Measuring Your Skill-Related Fitness Exit Ticket  Page 1, Module 4, Lesson 4.1 Handout: Skill-Related Fitness Self-Assessment
(iv) measure personal skill-related components of physical fitness, including power	<b>Curriculum Center Location:</b>  Page 4, Module 2, Student Lesson 2.2: Improving Skill-Related Fitness, "Measuring and Evaluating Skill-Related Fitness" section  Pages 3-5, Module 4, Student Lesson 4.1: Starting Your Fitness Journey, "Measuring Your Skill-Related Fitness" section	<b>Curriculum Center Location:</b>  Pages 1-3, Module 2, Lesson 2.2 Teacher-Directed Activity: Performing a Skill-Related Fitness Workout  Page 1, Module 4, Lesson 4.1 Handout: Measuring Your Skill-Related Fitness Exit Ticket  Page 1, Module 4, Lesson 4.1 Handout: Skill-Related Fitness Self-Assessment



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Breakout	Narrative	Activity
(v) measure personal skill-related components of physical fitness, including reaction time	<b>Curriculum Center Location:</b>  Page 4, Module 2, Student Lesson 2.2: Improving Skill-Related Fitness, "Measuring and Evaluating Skill-Related Fitness" section  Pages 3-5, Module 4, Student Lesson 4.1: Starting Your Fitness Journey, "Measuring Your Skill-Related Fitness" section	<b>Curriculum Center Location:</b>  Pages 1-3, Module 2, Lesson 2.2 Teacher-Directed Activity: Performing a Skill-Related Fitness Workout  Page 1, Module 4, Lesson 4.1 Handout: Measuring Your Skill-Related Fitness Exit Ticket  Page 1, Module 4, Lesson 4.1 Handout: Skill-Related Fitness Self-Assessment
(vi) measure personal skill-related components of physical fitness, including speed	<b>Curriculum Center Location:</b>  Page 4, Module 2, Student Lesson 2.2: Improving Skill-Related Fitness, "Measuring and Evaluating Skill-Related Fitness" section  Pages 3-5, Module 4, Student Lesson 4.1: Starting Your Fitness Journey, "Measuring Your Skill-Related Fitness" section	<b>Curriculum Center Location:</b>  Pages 1-3, Module 2, Lesson 2.2 Teacher-Directed Activity: Performing a Skill-Related Fitness Workout  Page 1, Module 4, Lesson 4.1 Handout: Measuring Your Skill-Related Fitness Exit Ticket  Page 1, Module 4, Lesson 4.1 Handout: Skill-Related Fitness Self-Assessment
(vii) evaluate personal skill-related components of physical fitness, including agility	<b>Curriculum Center Location:</b>  Page 4, Module 2, Student Lesson 2.2: Improving Skill-Related Fitness, "Measuring and Evaluating Skill-Related Fitness" section  Page 6, Module 4, Student Lesson 4.1: Starting Your Fitness Journey, "Evaluating Your Fitness Levels" section	<b>Curriculum Center Location:</b>  Pages 1-3, Module 2, Lesson 2.2 Teacher-Directed Activity: Performing a Skill-Related Fitness Workout  Page 1, Module 4, Lesson 4.1 Handout: Skill-Related Fitness Self-Assessment  Pages 1-2, Module 4, Lesson 4.1 Teacher-Directed Activity: Skill-Related Fitness Self-Assessment



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Breakout	Narrative	Activity
(viii) evaluate personal skill-related components of physical fitness, including balance	<b>Curriculum Center Location:</b>  Page 4, Module 2, Student Lesson 2.2: Improving Skill-Related Fitness, "Measuring and Evaluating Skill-Related Fitness" section  Page 6, Module 4, Student Lesson 4.1: Starting Your Fitness Journey, "Evaluating Your Fitness Levels" section	<b>Curriculum Center Location:</b>  Pages 1-3, Module 2, Lesson 2.2 Teacher-Directed Activity: Performing a Skill-Related Fitness Workout  Page 1, Module 4, Lesson 4.1 Handout: Skill-Related Fitness Self-Assessment  Pages 1-2, Module 4, Lesson 4.1 Teacher-Directed Activity: Skill-Related Fitness Self-Assessment
(ix) evaluate personal skill-related components of physical fitness, including coordination	<b>Curriculum Center Location:</b>  Page 4, Module 2, Student Lesson 2.2: Improving Skill-Related Fitness, "Measuring and Evaluating Skill-Related Fitness" section  Page 6, Module 4, Student Lesson 4.1: Starting Your Fitness Journey, "Evaluating Your Fitness Levels" section	<b>Curriculum Center Location:</b>  Pages 1-3, Module 2, Lesson 2.2 Teacher-Directed Activity: Performing a Skill-Related Fitness Workout  Page 1, Module 4, Lesson 4.1 Handout: Skill-Related Fitness Self-Assessment  Pages 1-2, Module 4, Lesson 4.1 Teacher-Directed Activity: Skill-Related Fitness Self-Assessment
(x) evaluate personal skill-related components of physical fitness, including power	<b>Curriculum Center Location:</b>  Page 4, Module 2, Student Lesson 2.2: Improving Skill-Related Fitness, "Measuring and Evaluating Skill-Related Fitness" section  Page 6, Module 4, Student Lesson 4.1: Starting Your Fitness Journey, "Evaluating Your Fitness Levels" section	<b>Curriculum Center Location:</b>  Pages 1-3, Module 2, Lesson 2.2 Teacher-Directed Activity: Performing a Skill-Related Fitness Workout  Page 1, Module 4, Lesson 4.1 Handout: Skill-Related Fitness Self-Assessment  Pages 1-2, Module 4, Lesson 4.1 Teacher-Directed Activity: Skill-Related Fitness Self-Assessment



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Breakout	Narrative	Activity
(xi) evaluate personal skill-related components of physical fitness, including reaction time	<b>Curriculum Center Location:</b>  Page 4, Module 2, Student Lesson 2.2: Improving Skill-Related Fitness, "Measuring and Evaluating Skill-Related Fitness" section  Page 6, Module 4, Student Lesson 4.1: Starting Your Fitness Journey, "Evaluating Your Fitness Levels" section	<b>Curriculum Center Location:</b>  Pages 1-3, Module 2, Lesson 2.2 Teacher-Directed Activity: Performing a Skill-Related Fitness Workout  Page 1, Module 4, Lesson 4.1 Handout: Skill-Related Fitness Self-Assessment  Pages 1-2, Module 4, Lesson 4.1 Teacher-Directed Activity: Skill-Related Fitness Self-Assessment
(xii) evaluate personal skill-related components of physical fitness, including speed	<b>Curriculum Center Location:</b>  Page 4, Module 2, Student Lesson 2.2: Improving Skill-Related Fitness, "Measuring and Evaluating Skill-Related Fitness" section  Page 6, Module 4, Student Lesson 4.1: Starting Your Fitness Journey, "Evaluating Your Fitness Levels" section	<b>Curriculum Center Location:</b>  Pages 1-3, Module 2, Lesson 2.2 Teacher-Directed Activity: Performing a Skill-Related Fitness Workout  Page 1, Module 4, Lesson 4.1 Handout: Skill-Related Fitness Self-Assessment  Pages 1-2, Module 4, Lesson 4.1 Teacher-Directed Activity: Skill-Related Fitness Self-Assessment

**Standard 3K: measure and evaluate personal fitness in terms of health-related fitness components.**



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Breakout	Narrative	Activity
(i) measure personal fitness in terms of health-related fitness components	<p><b>Curriculum Center Location:</b></p> <p>Page 5, Module 2, Student Lesson 2.1: Developing Health-Related Fitness, "Measuring and Evaluating Health-Related Fitness" section</p> <p>Pages 2-3, Module 4, Student Lesson 4.1: Starting Your Fitness Journey, "Measuring Your Health-Related Fitness" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-2, Module 2, Lesson 2.1 Teacher-Directed Activity: Performing Circuit Training Exercises</p> <p>Pages 1-2, Module 2, Lesson 2.1 Teacher-Directed Activity: Performing a Flexibility Workout</p> <p>Pages 1-2, Module 2, Lesson 2.1 Teacher-Directed Activity: Performing a Tabata Training Workout</p>
(ii) evaluate personal fitness in terms of health-related fitness components	<p><b>Curriculum Center Location:</b></p> <p>Page 5, Module 2, Student Lesson 2.1: Developing Health-Related Fitness, "Measuring and Evaluating Health-Related Fitness" section</p> <p>Page 6, Module 4, Student Lesson 4.1: Starting Your Fitness Journey, "Evaluating Your Fitness Levels" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-2, Module 2, Lesson 2.1 Teacher-Directed Activity: Performing Circuit Training Exercises</p> <p>Pages 1-2, Module 2, Lesson 2.1 Teacher-Directed Activity: Performing a Flexibility Workout</p> <p>Pages 1-2, Module 2, Lesson 2.1 Teacher-Directed Activity: Performing a Tabata Training Workout</p>

**Standard 4A: describe and analyze the relationship between physical activity and social and emotional health;**



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Breakout	Narrative	Activity
(i) describe the relationship between physical activity and social and emotional health	<b>Curriculum Center Location:</b>  Page 3, Module 1, Student Lesson 1.1: Developing Physical Literacy, "Mental and Emotional Benefits" section  Page 4, Module 1, Student Lesson 1.1: Developing Physical Literacy, "Social Benefits" section  Pages 2-3, Module 8, Student Lesson 8.1: The Benefits of Physical Literacy, "Effects of Decision Making" section	<b>Curriculum Center Location:</b>  Pages 1-2, Fitness Activities: Line-Up Activities  Page 1, Module 2, Lesson 1.2 Handout: Social and Emotional Well-Being Exit Ticket  Page 1, Module 1, Lesson 1.1 Handout: Social Benefits of Physical Activity Exit Ticket
(ii) analyze the relationship between physical activity and social and emotional health	<b>Curriculum Center Location:</b>  Page 3, Module 1, Student Lesson 1.1: Developing Physical Literacy, "Mental and Emotional Benefits" section  Page 4, Module 1, Student Lesson 1.1: Developing Physical Literacy, "Social Benefits" section  Pages 2-3, Module 8, Student Lesson 8.1: The Benefits of Physical Literacy, "Effects of Decision Making" section	<b>Curriculum Center Location:</b>  Page 1, Module 2, Lesson 1.2 Handout: Social and Emotional Well-Being Exit Ticket  Page 3, Module 1, Lesson 1.1 Teacher-Directed Activity, Cross-the-River Vocabulary Review, "Instructor Debrief" section  Page 2, Module 1, Lesson 1.3 Teacher-Directed Activity, SMART Goals Relay, "Instructor Debrief" section

**Standard 4B: discuss how improvement is possible with appropriate practice;**



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Breakout	Narrative	Activity
(i) discuss how improvement is possible with appropriate practice	<p><b>Curriculum Center Location:</b></p> <p>Page 2, Module 1, Student Lesson 1.3: Having a Growth Mindset, "Developing a Growth Mindset" section</p> <p>Pages 2-4, Module 2, Student Lesson 2.2: Improving Skill-Related Fitness, "Balance," "Speed," "Coordination," "Agility," "Reaction Time," "Power" sections</p> <p>Pages 1-3, Module 5, Student Lesson 5.3: Learning a New Skill</p>	<p><b>Curriculum Center Location:</b></p> <p>Page 2, Module 1, Lesson 1.3 Teacher-Directed Activity, SMART Goals Relay, "Instructor Debrief" section</p> <p>Page 1, Module 4, Lesson 4.3 Handout: Build Your Own Workout: Failure Sets</p> <p>Page 2, Module 4, Lesson 4.3 Teacher-Directed Activity: Build Your Own Workout: Failure Sets, "Instructor Debrief" section</p>

**Standard 4C: identify and respond to challenges, successes, conflicts, and failures in physical activities in socially appropriate ways;**

Breakout	Narrative	Activity
(i) identify challenges in physical activities	<p><b>Curriculum Center Location:</b></p> <p>Pages 6-7, Module 1, Student Lesson 1.3: Having a Growth Mindset, "Recognizing and Responding to Challenges" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Page 3, Module 1, Lesson 1.1 Teacher-Directed Activity, Cross-the-River Vocabulary Review, "Instructor Debrief" section</p> <p>Page 1, Module 1, Lesson 1.3 Handout: Recognizing and Responding to Challenges Exit Ticket</p> <p>Pages 2-3, Module 3, Lesson 3.2 Teacher-Directed Activity: Cross-the-River Healthful Choices, "Instructor Debrief" section</p>





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Breakout	Narrative	Activity
(ii) identify successes in physical activities	<p><b>Curriculum Center Location:</b></p> <p>Pages 7-8, Module 1, Student Lesson 1.3: Having a Growth Mindset, "Recognizing and Responding to Success and Failure" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Page 3, Module 1, Lesson 1.1 Teacher-Directed Activity, Cross-the-River Vocabulary Review, "Instructor Debrief" section</p> <p>Page 1, Module 1, Lesson 1.3 Handout: Recognizing and Responding to Success and Failure Exit Ticket</p> <p>Pages 2-3, Module 3, Lesson 3.2 Teacher-Directed Activity: Cross-the-River Healthful Choices, "Instructor Debrief" section</p>
(iii) identify conflicts in physical activities	<p><b>Curriculum Center Location:</b></p> <p>Page 4, Module 1, Student Lesson 1.2: Building Physical Literacy Skills, "Recognizing and Responding to Conflict" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Page 2, Module 1, Lesson 1.2 Teacher-Directed Activity: Practicing Physical Literacy Skills, "Instructor Debrief" section</p> <p>Page 1, Module 1, Lesson 1.2 Handout: Recognizing and Responding to Conflict Exit Ticket</p> <p>Pages 2-3, Module 3, Lesson 3.2 Teacher-Directed Activity: Cross-the-River Healthful Choices, "Instructor Debrief" section</p>



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Breakout	Narrative	Activity
(iv) identify failures in physical activities	<b>Curriculum Center Location:</b>  Pages 7-8, Module 1, Student Lesson 1.3: Having a Growth Mindset, "Recognizing and Responding to Success and Failure" section	<b>Curriculum Center Location:</b>  Page 3, Module 1, Lesson 1.1 Teacher-Directed Activity, Cross-the-River Vocabulary Review, "Instructor Debrief" section  Page 1, Module 1, Lesson 1.3 Handout: Recognizing and Responding to Success and Failure Exit Ticket  Pages 2-3, Module 3, Lesson 3.2 Teacher-Directed Activity: Cross-the-River Healthful Choices, "Instructor Debrief" section
(v) respond to challenges in physical activities in socially appropriate ways	<b>Curriculum Center Location:</b>  Pages 6-7, Module 1, Student Lesson 1.3: Having a Growth Mindset, "Recognizing and Responding to Challenges" section	<b>Curriculum Center Location:</b>  Page 3, Module 1, Lesson 1.1 Teacher-Directed Activity, Cross-the-River Vocabulary Review, "Instructor Debrief" section  Page 1, Module 1, Lesson 1.3 Handout: Recognizing and Responding to Challenges Exit Ticket  Pages 2-3, Module 3, Lesson 3.2 Teacher-Directed Activity: Cross-the-River Healthful Choices, "Instructor Debrief" section



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Breakout	Narrative	Activity
(vi) respond to successes in physical activities in socially appropriate ways	<b>Curriculum Center Location:</b>  Pages 7-8, Module 1, Student Lesson 1.3: Having a Growth Mindset, "Recognizing and Responding to Success and Failure" section	<b>Curriculum Center Location:</b>  Page 3, Module 1, Lesson 1.1 Teacher-Directed Activity, Cross-the-River Vocabulary Review, "Instructor Debrief" section  Page 1, Module 1, Lesson 1.3 Handout: Recognizing and Responding to Success and Failure Exit Ticket  Pages 2-3, Module 3, Lesson 3.2 Teacher-Directed Activity: Cross-the-River Healthful Choices, "Instructor Debrief" section
(vii) respond to conflicts in physical activities in socially appropriate ways	<b>Curriculum Center Location:</b>  Page 4, Module 1, Student Lesson 1.2: Building Physical Literacy Skills, "Recognizing and Responding to Conflict" section	<b>Curriculum Center Location:</b>  Page 2, Module 1, Lesson 1.2 Teacher-Directed Activity: Practicing Physical Literacy Skills, "Instructor Debrief" section  Page 1, Module 1, Lesson 1.2 Handout: Recognizing and Responding to Conflict Exit Ticket  Pages 2-3, Module 3, Lesson 3.2 Teacher-Directed Activity: Cross-the-River Healthful Choices, "Instructor Debrief" section



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Breakout	Narrative	Activity
(viii) respond to failures in physical activities in socially appropriate ways	<b>Curriculum Center Location:</b>  Pages 7-8, Module 1, Student Lesson 1.3: Having a Growth Mindset, "Recognizing and Responding to Success and Failure" section	<b>Curriculum Center Location:</b>  Page 3, Module 1, Lesson 1.1 Teacher-Directed Activity, Cross-the-River Vocabulary Review, "Instructor Debrief" section  Page 1, Module 1, Lesson 1.3 Handout: Recognizing and Responding to Success and Failure Exit Ticket  Pages 2-3, Module 3, Lesson 3.2 Teacher-Directed Activity: Cross-the-River Healthful Choices, "Instructor Debrief" section

**Standard 4D: explain how to accept successes and performance limitations of self and others by exhibiting appropriate behavior and response; and**

Breakout	Narrative	Activity
(i) explain how to accept successes of self by exhibiting appropriate behavior	<b>Curriculum Center Location:</b>  Pages 7-8, Module 1, Student Lesson 1.3: Having a Growth Mindset, "Recognizing and Responding to Success and Failure" section	<b>Curriculum Center Location:</b>  Page 2, Module 3, Lesson 3.1 Teacher-Directed Activity: Categorizing Carbohydrates Circuit Training, "Activity Instructions" section, #2  Page 3, Module 1 Review and Assessment, Module 1 Handout: Posttest, "Part 3: Applying Key Concepts" section, #4



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<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(ii) explain how to accept successes of self by exhibiting appropriate response	<b>Curriculum Center Location:</b>  Pages 7-8, Module 1, Student Lesson 1.3: Having a Growth Mindset, "Recognizing and Responding to Success and Failure" section	<b>Curriculum Center Location:</b>  Page 2, Module 3, Lesson 3.1 Teacher-Directed Activity: Categorizing Carbohydrates Circuit Training, "Activity Instructions" section, #2  Page 3, Module 1 Review and Assessment, Module 1 Handout: Posttest, "Part 3: Applying Key Concepts" section, #4
(iii) explain how to accept successes of others by exhibiting appropriate behavior	<b>Curriculum Center Location:</b>  Pages 7-8, Module 1, Student Lesson 1.3: Having a Growth Mindset, "Recognizing and Responding to Success and Failure" section	<b>Curriculum Center Location:</b>  Page 3, Module 1 Review and Assessment, Module 1 Handout: Posttest, "Part 3: Applying Key Concepts" section, #3 and #4
(iv) explain how to accept successes of others by exhibiting appropriate response	<b>Curriculum Center Location:</b>  Pages 7-8, Module 1, Student Lesson 1.3: Having a Growth Mindset, "Recognizing and Responding to Success and Failure" section	<b>Curriculum Center Location:</b>  Page 3, Module 1 Review and Assessment, Module 1 Handout: Posttest, "Part 3: Applying Key Concepts" section, #4
(v) explain how to accept performance limitations of self by exhibiting appropriate behavior	<b>Curriculum Center Location:</b>  Pages 7-8, Module 1, Student Lesson 1.3: Having a Growth Mindset, "Recognizing and Responding to Success and Failure" section  Pages 2-3, Module 6, Student Lesson 6.3: Training the Safe Way, "Modifying Exercises" section	<b>Curriculum Center Location:</b>  Page 2, Module 3, Lesson 3.1 Teacher-Directed Activity: Categorizing Carbohydrates Circuit Training, "Activity Instructions" section, #2  Pages 1-2, Fitness Activity: Keep-It-Up Activities: Group Keep It Up  Page 3, Module 1 Review and Assessment, Module 1 Handout: Posttest, "Part 3: Applying Key Concepts" section, #3 and #4



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<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(vi) explain how to accept performance limitations of self by exhibiting appropriate response	<b>Curriculum Center Location:</b>  Pages 7-8, Module 1, Student Lesson 1.3: Having a Growth Mindset, "Recognizing and Responding to Success and Failure" section  Pages 2-3, Module 6, Student Lesson 6.3: Training the Safe Way, "Modifying Exercises" section	<b>Curriculum Center Location:</b>  Page 2, Module 3, Lesson 3.1 Teacher-Directed Activity: Categorizing Carbohydrates Circuit Training, "Activity Instructions" section, #2  Pages 1-2, Fitness Activity: Keep-It-Up Activities: Group Keep It Up  Page 3, Module 1 Review and Assessment, Module 1 Handout: Posttest, "Part 3: Applying Key Concepts" section, #3 and #4
(vii) explain how to accept performance limitations of others by exhibiting appropriate behavior	<b>Curriculum Center Location:</b>  Pages 7-8, Module 1, Student Lesson 1.3: Having a Growth Mindset, "Recognizing and Responding to Success and Failure" section	<b>Curriculum Center Location:</b>  Page 2, Module 3, Lesson 3.1 Teacher-Directed Activity: Categorizing Carbohydrates Circuit Training, "Activity Instructions" section, #2  Pages 1-2, Fitness Activity: Keep-It-Up Activities: Group Keep It Up
(viii) explain how to accept performance limitations of others by exhibiting appropriate response	<b>Curriculum Center Location:</b>  Pages 7-8, Module 1, Student Lesson 1.3: Having a Growth Mindset, "Recognizing and Responding to Success and Failure" section	<b>Curriculum Center Location:</b>  Page 2, Module 3, Lesson 3.1 Teacher-Directed Activity: Categorizing Carbohydrates Circuit Training, "Activity Instructions" section, #2  Pages 1-2, Fitness Activity: Keep-It-Up Activities: Group Keep It Up

**Standard 4E: evaluate the impact of the use of technology on social and emotional health.**



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Breakout	Narrative	Activity
(i) evaluate the impact of the use of technology on social and emotional health	<p><b>Curriculum Center Location:</b></p> <p>Page 2, Module 7, Student Lesson 7.2: Social and Emotional Health and Technology, "Social and Emotional Benefits of Technology" section</p> <p>Pages 2-4, Module 7, Student Lesson 7.2: Social and Emotional Health and Technology, "Social and Emotional Detriments of Technology" section</p> <p>Page 4, Module 8, Student Lesson 8.1: The Benefits of Physical Literacy, "Media" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Page 2, Module 7, Lesson 7.1 Teacher-Directed Activity: Online Workouts or Videos, "Instructor Debrief" section</p> <p>Page 1, Module 7, Lesson 7.2 Handout: Social and Emotional Benefits of Technology Exit Ticket</p> <p>Page 1, Module 7, Lesson 7.2 Handout: Social and Emotional Detriments of Technology Exit Ticket</p>

## Standard 5A: describe how sleep is essential to optimal performance and recovery;

Breakout	Narrative	Activity
(i) describe how sleep is essential to optimal performance	<p><b>Curriculum Center Location:</b></p> <p>Pages 2-3, Module 1, Student Lesson 1.1: Developing Physical Literacy, "Physical Benefits" section</p> <p>Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Page 1, Module 1, Lesson 1.1 Handout: Physical Benefits of Physical Activity Exit Ticket</p> <p>Page 3, Module 1 Review and Assessment, Module 1 Handout: Posttest, "Part 3: Applying Key Concepts" section, #1</p> <p>Page 1, Module 6, Lesson 6.3 Handout: Including Rest and Recovery Exit Ticket</p>



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Breakout	Narrative	Activity
(ii) describe how sleep is essential to optimal recovery	<p><b>Curriculum Center Location:</b></p> <p>Pages 2-3, Module 1, Student Lesson 1.1: Developing Physical Literacy, "Physical Benefits" section</p> <p>Pages 4-5, Module 6, Student Lesson 6.3: Training the Safe Way, "Including Rest and Recovery" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Page 1, Module 1, Lesson 1.1 Handout: Physical Benefits of Physical Activity Exit Ticket</p> <p>Page 1, Module 6, Lesson 6.3 Handout: Including Rest and Recovery Exit Ticket</p> <p>Page 2, Module 6 Review and Assessment, Lesson 6.3 Handout: Review and Reflection Questions, #11</p>

**Standard 5B: identify myths associated with physical activity and nutritional practices;**

Breakout	Narrative	Activity
(i) identify myths associated with physical activity	<p><b>Curriculum Center Location:</b></p> <p>Pages 3-4, Module 3, Student Lesson 3.4: Avoiding Unhealthy Strategies, "Physical Activity Myths" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-2, Module 3, Lesson 3.4 Teacher-Directed Activity: Wellness Myth vs. Fact Circuit Training</p> <p>Page 1, Module 3, Lesson 3.4 Handout: Wellness Myths Exit Ticket</p>
(ii) identify myths associated with nutritional practices	<p><b>Curriculum Center Location:</b></p> <p>Page 4, Module 3, Student Lesson 3.4: Avoiding Unhealthy Strategies, "Nutrition Myths" section</p>	<p><b>Curriculum Center Location:</b></p> <p>Pages 1-2, Module 3, Lesson 3.4 Teacher-Directed Activity: Wellness Myth vs. Fact Circuit Training</p> <p>Page 1, Module 3, Lesson 3.4 Handout: Wellness Myths Exit Ticket</p>

**Standard 5C: explain the relationship between nutritional practices and physical activity;**





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Breakout	Narrative	Activity
(i) explain the relationship between nutritional practices and physical activity	<b>Curriculum Center Location:</b>  Page 2, Module 3, Student Lesson 3.3: Developing Healthy Weight Management Strategies, "Nutrition and Physical Activity" section  Page 5, Module 3, Student Lesson 3.4: Avoiding Unhealthy Strategies, "Obesity and a Sedentary Lifestyle" section	<b>Curriculum Center Location:</b>  Page 1, Module 3 Review and Assessment, Module 3 Handout, Pretest, #6  Page 1, Module 3, Lesson 3.3 Handout: AMRAP Calorie Burn Workout  Page 2, Module 3, Lesson 3.4 Teacher-Directed Activity: Wellness Myth vs. Fact Circuit Training, "Instructor Debrief" section

**Standard 5D: explain the risks of over training;**

Breakout	Narrative	Activity
(i) explain the risks of over training	<b>Curriculum Center Location:</b>  Page 4, Module 6, Student Lesson 6.3: Training the Safe Way, "Overtraining" section	<b>Curriculum Center Location:</b>  Page 1, Module 6, Lesson 6.3 Handout: Overtraining Exit Ticket  Pages 1-2, Module 6 Review and Assessment, Lesson 6.3 Handout: Review and Reflection Questions, #5, #10

**Standard 5E: evaluate consumer issues and trends related to physical fitness such as marketing claims promoting fitness and nutritional products, services, and supplements; and**



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<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(i) evaluate consumer issues related to physical fitness	<b>Curriculum Center Location:</b>  Pages 3-4, Module 3, Student Lesson 3.4: Avoiding Unhealthy Strategies, "Wellness Myths" section  Pages 4-5, Module 7, Student Lesson 7.1: Fitness Technology, "Being a Wise Consumer" section	<b>Curriculum Center Location:</b>  Page 1, Module 3, Lesson 3.4 Handout: Wellness Myths Exit Ticket  Page 1, Module 7 Review and Assessment, Module 7 Handout: Pretest, #2  Page 1, Module 7, Lesson 7.1 Handout: Physical Fitness and the Internet Exit Ticket
(ii) evaluate consumer trends related to physical fitness	<b>Curriculum Center Location:</b>  Pages 2-3, Module 3, Student Lesson 3.4: Avoiding Unhealthy Strategies, "Diet Patterns and Trends" section  Pages 4-5, Module 7, Student Lesson 7.1: Fitness Technology, "Being a Wise Consumer" section	<b>Curriculum Center Location:</b>  Page 1, Module 3, Lesson 3.4 Handout: Diet Trends Exit Ticket  Page 3, Module 3 Review and Assessment, Module 3 Handout: Posttest, "Part 3: Applying Key Concepts" section, #2  Page 3, Module 7 Review and Assessment, Module 7 Handout: Posttest, "Part 3: Applying Key Concepts" section, #4

**Standard 5F: analyze how nutrition, exercise, and other factors impact body composition.**



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Breakout	Narrative	Activity
(i) analyze how nutrition impact[s] body composition	<b>Curriculum Center Location:</b>  Pages 2-5, Module 3, Student Lesson 3.3: Developing Healthy Weight Management Strategies, "Creating a Nutrition Plan" section  Pages 2-3, Module 8, Student Lesson 8.1: The Benefits of Physical Literacy, "Effects of Decision Making" section	<b>Curriculum Center Location:</b>  Page 3, Module 8 Review and Assessment, Module 8 Handout: Posttest, "Part 3: Applying Key Concepts" section, #4  Page 1, Module 3, Lesson 3.3 Handout: Nutrition Plan Exit Ticket  Page 1, Module 8, Lesson 8.1 Handout: Body Composition Exit Ticket
(ii) analyze how exercise impact[s] body composition	<b>Curriculum Center Location:</b>  Pages 2-3, Module 8, Student Lesson 8.1: The Benefits of Physical Literacy, "Effects of Decision Making" section	<b>Curriculum Center Location:</b>  Page 1, Module 8, Lesson 8.1 Handout: Body Composition Exit Ticket  Page 3, Module 8 Review and Assessment, Module 8 Handout: Posttest, "Part 3: Applying Key Concepts" section, #4
(iii) analyze how other factors impact body composition	<b>Curriculum Center Location:</b>  Pages 2-3, Module 8, Student Lesson 8.1: The Benefits of Physical Literacy, "Effects of Decision Making" section	<b>Curriculum Center Location:</b>  Page 1, Module 8, Lesson 8.1 Handout: Body Composition Exit Ticket  Page 3, Module 8 Review and Assessment, Module 8 Handout: Posttest, "Part 3: Applying Key Concepts" section, #4