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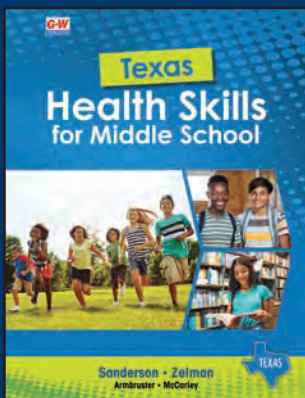
Proclamation
2022

**Support the Opt-In Requirements
of House Bill 1525 and Senate Bill 9**

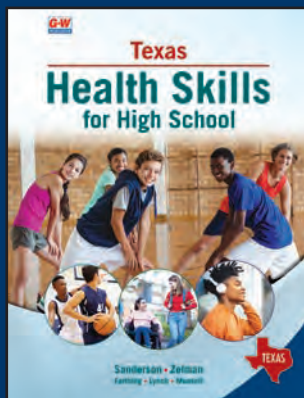
**Cover 100% of the TEKS
New 2023 Texas Copyrights • Skills-Based Education**



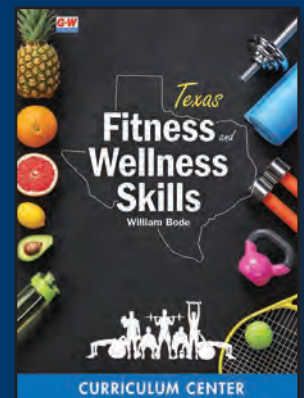
Packed with extensive curriculum, created by teachers for teachers!



**Middle School Health,
Grades 6–8**

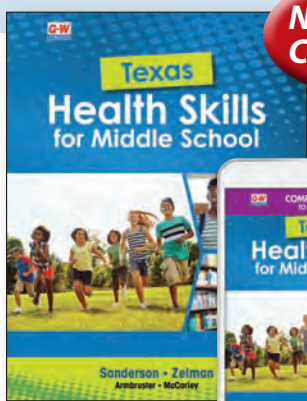


**High School Health,
I & II**

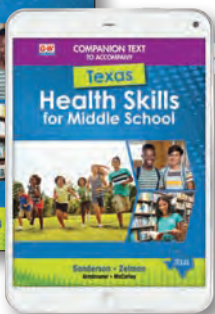


**Lifetime Fitness &
Wellness Pursuits**

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New 2023 Copyright



Supports Opt-In requirements

For Middle School Health, Grades 6–8

Texas Health Skills for Middle School

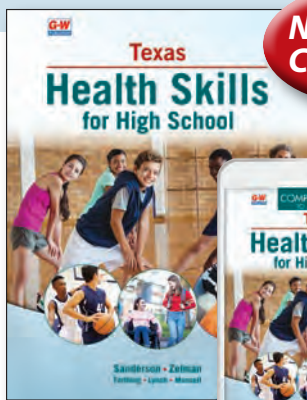
©2023

by Catherine A. Sanderson, Mark Zelman, Lindsay Armbruster, Mary McCarley

An abundance of skills-based activities and assessments provides flexibility for teaching health and wellness topics in a relatable, skills-driven way that promotes healthy living.

Student bundle includes the print student materials and the Online Learning Suite (digital student text and companion text that support Opt-In requirements, workbook, and interactive content) 8yr. Classroom Subscription.

Curriculum Center for teachers includes TEKS correlations, Texas lesson plans, answer keys, PowerPoint® presentations, activities, handouts, and performance and standards-based assessments. 8 yr. Individual Subscription.



New 2023 Copyright



Supports Opt-In requirements

For High School Health, Health I and II

Texas Health Skills for High School

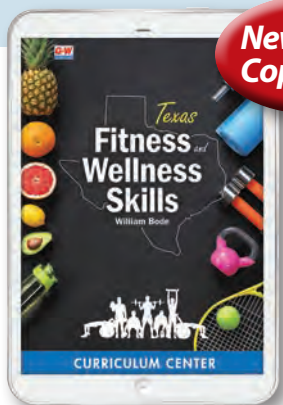
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by Catherine A. Sanderson, Mark Zelman, Diane Farthing, Melanie Lynch, Melissa Munsell

This complete educational package includes customizable Texas lesson plans, skills-based activities, parent/other trusted adult engagement assignments, performance assessments for differentiation with rubrics, online Spanish student text, and so much more!

Student bundle includes the print student materials and the Online Learning Suite (digital student text and companion text that support Opt-In requirements, workbook, and interactive content) 8yr. Classroom Subscription.

Curriculum Center for teachers includes TEKS correlations, Texas lesson plans, answer keys, PowerPoint® presentations, activities, handouts, and performance and standards-based assessments. 8 yr. Individual Subscription.



New 2023 Copyright

For Lifetime Fitness & Wellness Pursuits

Texas Fitness and Wellness Skills

©2023

by William Bode

A fully digital, standards-based, comprehensive curriculum that includes all of the resources teachers need.

Curriculum Center for teachers includes TEKS correlations, Texas lesson plans, answer keys, PowerPoint® presentations, assessments, videos, and all student activities and handouts. 8 yr. Individual Subscription.



Start Your Digital Review Now!

Contact your local G-W Texas Educational Consultant to get started.

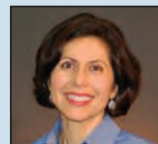


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ESC Regions 1, 2, 3, 4, 5, 6, 13, 20



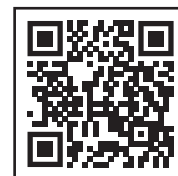
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15, 16, 17, 18, 19



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School



Scan me!



Committed to Texas!



Dear Health and Physical Education Teachers, Administrators, and SHAC Members,

The Texas State Board of Education has named G-W as the only approved publisher for Proclamation 2022!

The G-W team is excited, proud, and ready—we want you to see first-hand why these are the **only programs that the state has selected for adoption**:

- *Texas Health Skills for Middle School* for Grades 6 and Grades 7-8 (page 5)
- *Texas Health Skills for High School* for Health I and II (page 7)
- *Texas Fitness and Wellness Skills* for Lifetime Fitness and Wellness Pursuits (page 9)



In Texas, all materials undergo an extensive and detailed adoption review process. After listening to input from various stakeholders in the community, schools, and the Texas State Board of Education, G-W incorporated feedback from the reviews into our resources to meet your needs. In addition, G-W's programs support House Bill 1525 and Senate Bill 9 by separating Health Education materials from the "Opt-In" topics contained in the legislation, so that districts can easily provide access to Opt-In topics when a parent or guardian has provided permission. The table below provides a breakdown of the separated Companion Text content:

G-W Companion Material to Accompany *Texas Health Skills for Middle School*

Chapter 17: Puberty

- The Beginning of Life
- Adolescence and Puberty
- Sexual Feelings and Behavior
- Dating Relationships

Chapter 18: Preventing and Responding to Violence

- Abuse and Neglect
- Other Types of Violence
- Unwanted Sexual Activity

Chapter 19: Making Responsible Sexual Decisions

- Pregnancy Prevention
- Teen Pregnancy and Parenthood

Chapter 20: Sexually Transmitted Infections (STIs) and HIV/AIDS

- Sexually Transmitted Infections (STIs)
- HIV/AIDS

G-W Companion Material to Accompany *Texas Health Skills for High School*

Chapter 20: The Beginning of Life

- The Male Reproductive System
- The Female Reproductive System
- Conception, Pregnancy, and Birth
- Adolescence and Puberty
- Teen Pregnancy and Parenthood

Chapter 21: Relationships and Sexual Abstinence

- Understanding Romantic Relationships
- Practicing Sexual Abstinence

Chapter 22: Violence Prevention and Response

- Sexual Harassment and Assault
- Abuse and Neglect
- Violence in the Community

Chapter 23: Sexually Transmitted Infections and HIV/AIDS

- Common STIs
- Preventing and Treating STIs
- HIV/AIDS

Choosing G-W offers your school district the confidence and assurance of providing health and physical education content that has been vetted by the TEA State Review Panel and adopted by the Texas State Board of Education for instruction that best meets the needs of your community.

Let's work together to encourage healthy living!

Hector Morales
G-W National Sales Director

Thank you to all of our Texas contributors. We appreciate your guidance in the development of these resources created just for Texas!

Texas Advisory Board, Professional Reviewers, and Instructor Reviewers

Kathy Barnes, Ed.D., Educational Consultant
Dallas, Texas

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Dallas, Texas

Stephany Bauer, Physical Education Instructor
Mercedes, Texas

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San Antonio, Texas

G-W is the Only Publisher with Proclamation 2022 Materials Adopted by the State Board of Education

Written by Experts in Health and Physical Education

Health Education



Catherine Sanderson is the Poler Family Professor and Chair of Psychology at Amherst College. Her research has received grant funding from the National Science Foundation and the National Institutes of Health. In 2012, she was named one of the country's top 300 professors by the Princeton Review.

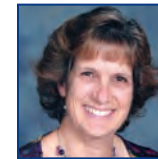


Mark Zelman is a Professor of Biology at Aurora University. He teaches science education courses for high school educators; has published articles on microbiology, infectious disease, autoimmune disease, and biotechnology; and has written college texts on human diseases and infection control.

Flexible,
age-appropriate
health resources! Cover
human sexuality how
and when *you* decide
for your district

Pedagogy Developed by Teachers for Teachers!

High School Health Pedagogy



Diane Farthing has been teaching health education for 38 years. She is the 2019 California Association for Health, Physical Education, Recreation, and Dance (CAHPERD) Health Teacher of the Year and the 2020 SHAPE America Western District Teacher of the Year.



Melanie Lynch is an experienced teacher with more than 25 years in the classroom. In 2016, SHAPE America named Melanie the National Health Education Teacher of the Year.



Melissa Munsell worked as an instructional specialist and the K-12 Health Education Lead at North East Independent School District in San Antonio. She also served as vice president of the Health Division and General Division of the Texas Association for Health, Physical Education, Recreation, and Dance (TAHPERD).

Middle School Health Pedagogy



Lindsay Armbruster has been teaching Health Education since 2004, with most of her experience occurring at the middle school level. She is a winner of the New York Health Teacher of the Year award and the SHAPE America Eastern District Health Teacher of the Year award.



Mary McCarley taught health education for 14 years in Charlotte Mecklenburg Schools. Mary is the 2016 North Carolina High School Teacher of the Year for Health Education and the SHAPE America 2016 High School Southern District Teacher of the Year for the Advancement of Health Education.

Physical Education

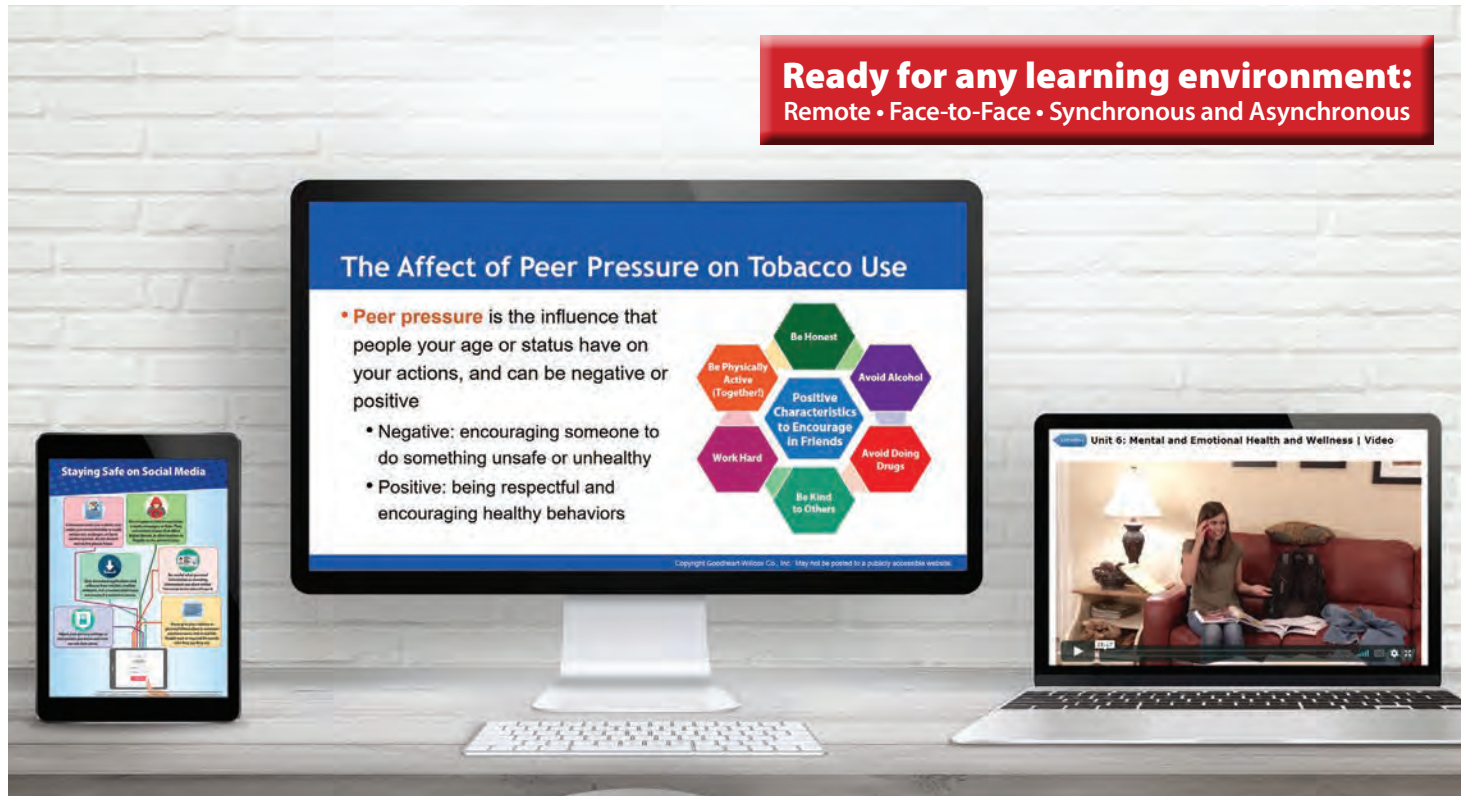


William Bode is a physical education and health teacher at the Performance Learning Center High School in North Carolina and has taught for nearly 30 years. In 2016, William was honored with the North Carolina High School PE Teacher of the Year award. He was named the SHAPE America Southern District High School PE Teacher of the Year in 2017.

Go Digital with G-W!

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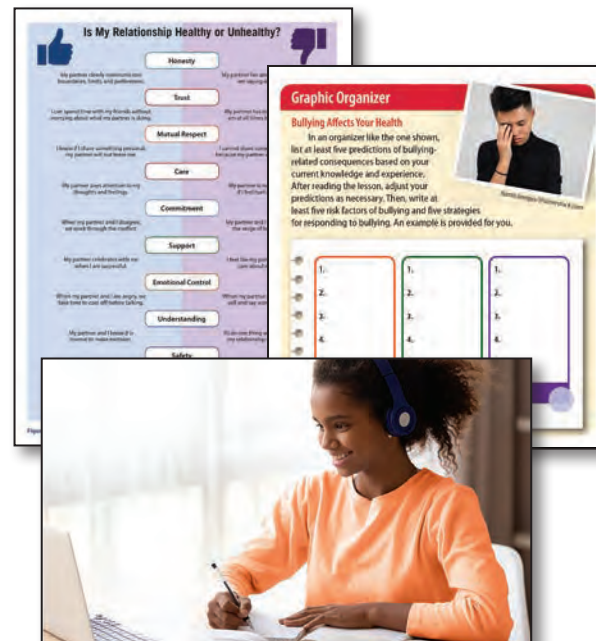
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A proven digital resource in the classroom, G-W can also extend your reach regardless of the type of instruction, providing engagement for remote or hybrid learning.

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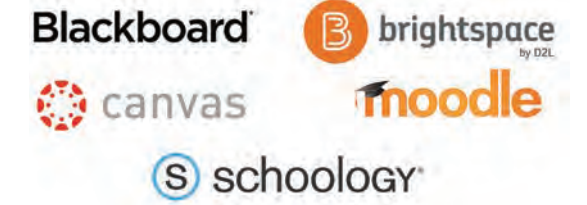
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G-W's LMS-Ready Common Cartridges provide seamless integration with learning management systems—Blackboard, Brightspace, Canvas, Moodle, Schoology, and more. G-W Technical Support is available to guide you through the process and support you through the duration of the adoption.

G-W also supports rostering and single sign-on. We offer IMS-compliant LTI, QTI, and OneRoster products and will work closely with you to ensure that they are configured properly within your LMS.



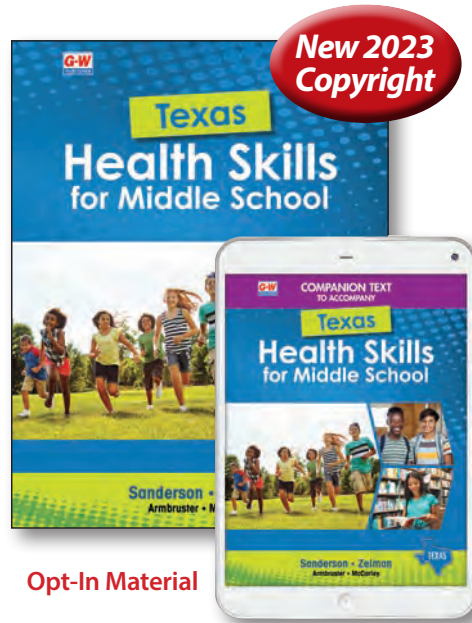
Classroom Licenses

Created for classrooms not using an LMS or SSO but needing concurrent access, G-W Online Learning Suites and Online Textbooks provide simple and effective ways to bring technology into your course.



For Middle School Health, Grades 6–8

Help Students Learn, Practice, and Apply Health Skills



New 2023 Copyright

Opt-In Material

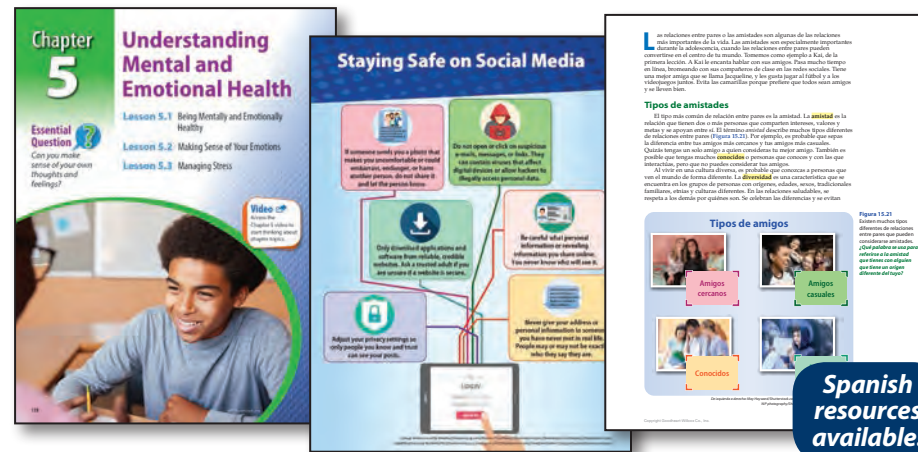
Texas Health Skills for Middle School ©2023

by Catherine A. Sanderson, Mark Zelman, Lindsay Armbruster, Mary McCarley

Skills-Based Education—Covers 100% of the TEKS

Vivid graphics and age-appropriate, engaging information make this program a favorite of both students and teachers! A complete educational package for teaching skills-based health education, *Texas Health Skills for Middle School* features core health topics such as nutrition, physical activity, and mental health; and cutting-edge health topics, such as vaping, opioid addiction, body positivity, self-compassion, social media, mindfulness, online communication and relationships, and COVID-19. An abundance of skills-based activities and assessments provides flexibility for teaching health and wellness topics in a relatable, skills-driven way to promote healthy living. All resources were written by expert authors and award-winning health instructors, including SHAPE America Teachers of the Year.

- Activities are aligned to the TEKS and to each health skill area in the National Health Education Standards for grades 6, 7, and 8.
- Overcome time constraints by tapping into the G-W Curriculum Center, packed with extensive teacher materials including customizable Texas lesson plans for each lesson and chapter review, teacher-directed activities with handouts, parent/other trusted adult engagement assignments, review activities for differentiation, and performance assessments. All materials are editable and can be easily imported into Google Classroom or an LMS.
- Spanish resources, including an Online Spanish textbook, are also available.



Spanish resources available!

Texas Health Skills for Middle School ©2023

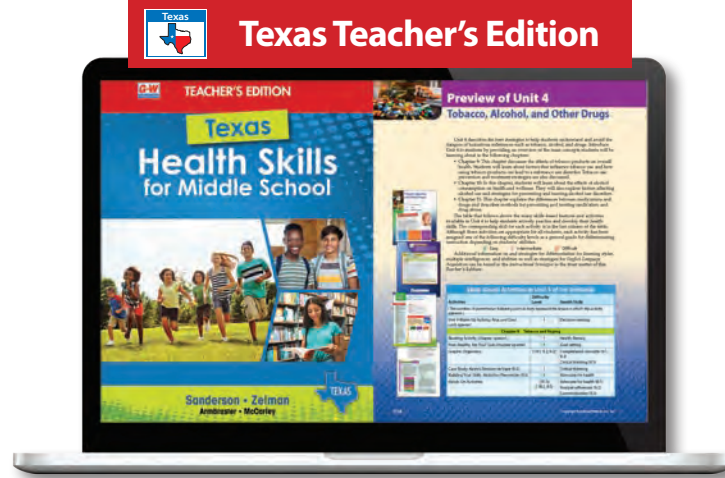
Grade 6 MLC: 67H0, Grades 7–8 MLC: 77H0

Student bundle with the print textbook, print companion textbook, and the Online Learning Suite, which includes an online textbook, online companion textbook, workbook, handouts, and interactive content.

| Student Materials |
|--|
| Print Textbook, 608 pp., hardcover with Companion Textbook, 128 pp., softcover |
| Digital Classroom Subscription |
| Online Instructor Materials |
| Curriculum Center with TEKS correlations, Texas lesson plans, answer keys, PowerPoint® presentations, activities, handouts, and performance and standards-based assessments. |



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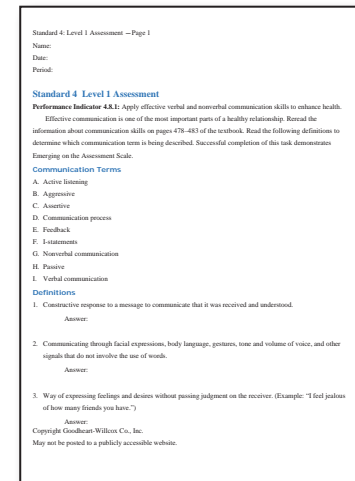
Texas Teacher's Edition

Covers 100% of the TEKS!

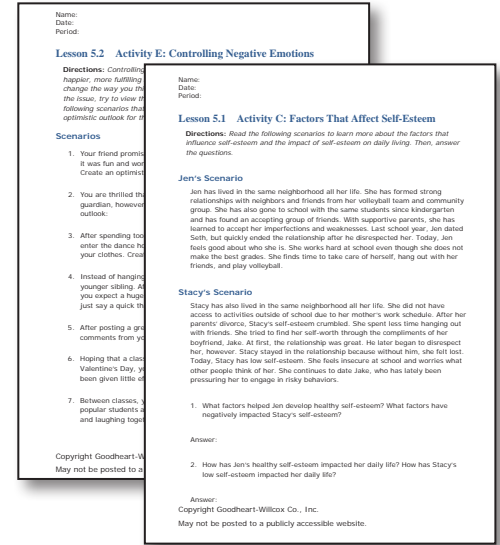
TEKS Correlations

| Standard | TEKS | Activity |
|---|---|------------------------------|
| Standard 1A: explain how to maintain the healthy status of body systems. | 1A-1 (Hands-On Activity), 1A-2 (Hands-On Activity), 1A-3 (Hands-On Activity), 1A-4 (Hands-On Activity) | 1A (Check Your Knowledge #1) |
| Standard 2A: compare immediate and long-term effects of personal health care choices such as oral and dental hygiene. | 2A-1 (Hands-On Activity), 2A-2 (Hands-On Activity), 2A-3 (Hands-On Activity) | 2A (Check Your Knowledge #2) |
| Standard 2B: develop criteria for evaluating the validity of health information and sources. | 2B-1 (Accessing and Evaluating Health Information and Services), 2B-2 (Accessing and Evaluating Health Information and Services), 2B-3 (Accessing and Evaluating Health Information and Services) | 2B (Develop Your Skills #2) |
| Standard 2C: describe ways to demonstrate decision-making skills based on health information. | 2C-1 (Accessing and Evaluating Health Information and Services), 2C-2 (Accessing and Evaluating Health Information and Services) | 2C (Develop Your Skills #3) |

Standards-Based and Performance Assessments



Online Student Workbook



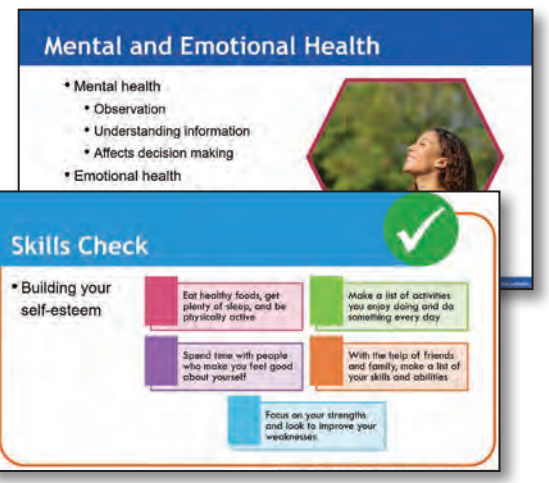
Contents

- Unit 1 Taking Charge of Your Health and Wellness
 - Understanding Your Health and Wellness
 - Knowing How Your Body Works
 - Developing Good Personal Hygiene
 - Getting the Sleep You Need
- Unit 2 Taking Care of Mental and Emotional Health
 - Understanding Mental and Emotional Health
 - Understanding Mental Illnesses
- Unit 3 Nutrition and Physical Activity
 - Nutrition
 - Physical Activity
- Unit 4 Tobacco, Alcohol, and Other Drugs
 - Tobacco and Vaping
 - Alcohol
 - Medications and Drugs
- Unit 5 Protecting Your Physical Health and Safety
 - Understanding and Preventing Diseases
 - Promoting Safety and Preventing Injuries
 - Protecting Environmental Health
- Unit 6 Social Health and Wellness
 - Promoting Healthy Relationships
- Unit 7 Human Development
 - Human Development
- Appendix
- Glossary/Glosario
- Index

Opt-In Material

Online Instructor Resources in the Curriculum Center

- Texas Lesson Plans
- Strategies for Teaching Skills-Based Health Education
- Ongoing Updated Lessons
- Teacher-Directed Activities
- PowerPoint® Presentations
- Performance-Based Assessments
- Differentiated Chapter Test Question Banks
- Standards-Based Grading Assessments
- Parent/Other Trusted Adult Engagement Assignments
- Differentiated Project-Based Learning Assessments
- Differentiated Notetaking and Reading Guides
- Customized Pacing Guides
- Answer Keys



For High School Health, Health I and II

A Comprehensive Package of Skills-Based Health Education



Texas Health Skills for High School ©2023

by Catherine A. Sanderson, Mark Zelman, Diane Farthing, Melanie Lynch, Melissa Munsell

Skills-Based Education—Covers 100% of the TEKS

A complete educational package for teaching skills-based health education, *Texas Health Skills for High School* features cutting-edge health topics, such as COVID-19, vaping, opioid addiction, body positivity and compassion, mindfulness, and online communication and safety. An abundance of skills-based activities and assessments provides flexibility for teaching health and wellness topics in a relatable, skills-driven way to promote healthy living. All resources were written by expert authors and award-winning health instructors, including SHAPE America Teachers of the Year.

- Activities are aligned to the TEKS and to each health skill area in the National Health Education Standards.
- Teacher support materials include customizable Texas lesson plans, skills-based activities, parent/other trusted adult engagement assignments, performance assessments for differentiation with rubrics, standards-based grading assessments, and so much more! All materials are editable and can be easily imported into Google Classroom or an LMS.
- Spanish resources, including an Online Spanish textbook, are also available.

Opt-In Material

Contents

Unit 1 Promoting a Lifetime of Health and Wellness

1. Health and Wellness Fundamentals
2. Health and Wellness Skills
3. Interpersonal Skills

Unit 2 Being Mentally and Emotionally Healthy

4. Promoting Mental and Emotional Health
5. Shifting to Positive Thinking
6. Managing the Stress in Your Life
7. Understanding Mental Illnesses

Unit 3 Maintaining Your Physical Health

8. Following a Healthy Diet
9. Having a Healthy Body Image
10. Engaging in Physical Activity

Unit 4 Avoiding Hazardous Substances

11. Vaping and Tobacco
12. Alcohol

Unit 5 Establishing Healthy Relationships

13. Medications and Drugs
14. Maintaining Healthy Relationships

Unit 6 Protecting Your Health

15. Personal Safety
16. Environmental Health

Unit 7 Understanding Diseases and Disorders

17. Communicable Diseases
18. Noncommunicable Diseases

Unit 8 Human Development

19. Health Across the Life Span
- Background Lesson 1 - The Body Systems
- Background Lesson 2 - Personal Hygiene
- Background Lesson 3 - Sleep
- Glossary/Glosario
- Index

Opt-In Material

Companion Text

20. The Beginning of Life
21. Relationships and Sexual Abstinence
22. Violence Prevention and Response
23. Sexually Transmitted Infections and HIV/AIDS
- Glossary/Glosario
- Index

Texas Health Skills for High School ©2023

Health I MLC: 97H1, Health II MLC: 97H2

Student bundle with the print textbook, print companion textbook, and the Online Learning Suite, which includes an online textbook, online companion textbook, workbook, handouts, and interactive content.

Student Materials

Print Textbook, 768 pp., hardcover with **Companion Textbook**, 158 pp. softcover

Digital Classroom Subscription

Online Instructor Materials

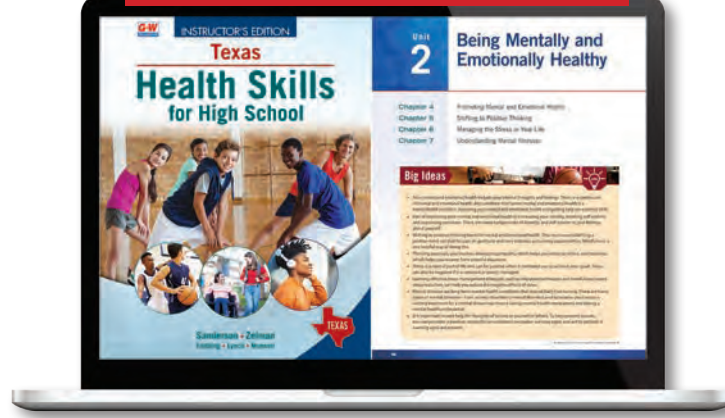
Curriculum Center with TEKS correlations, Texas lesson plans, answer keys, PowerPoint® presentations, activities, handouts, and performance and standards-based assessments.

Spanish resources available!



Scan for a link to prices

Texas Instructor's Edition



Covers 100% of the TEKS!

TEKS Correlations

| Standard | Health Skill | Activity |
|---|---|---|
| Standard 1A: analyze health information based on health-related standards. | Health Skill: Health Information Literacy | Activity: Analyzing Health Information Literacy (Chapter 18 Skills Assessment, Critical Thinking Skills #1) |
| Standard 1B: develop and analyze strategies to prevent communicable and non-communicable diseases. | Health Skill: Communicable Diseases | Activity: Analyzing Health Information Literacy (Chapter 18 Skills Assessment, Critical Thinking Skills #1) |
| Standard 1C: discuss the importance of early detection and warning signs that prompt individuals of all ages to seek health care. | Health Skill: Early Detection and Warning Signs | Activity: Analyzing Health Information Literacy (Chapter 18 Skills Assessment, Critical Thinking Skills #1) |

Standards-Based and Performance Assessments

Talking to a Counselor—Page 1

Name: _____
Date: _____
Period: _____

Performance Assessment: Interpersonal Communication
Talking to a Counselor

Instructions: In this performance assessment, you will demonstrate assertive and effective communication to advocate for mental and emotional health. You will use communication to get help for a friend. In the Lesson 4.1 Skill Development: Making the Decision to Help a Friend activity, you used the decision-making process to respond to the following situation:

Maria is a good friend of yours. After reading Lesson 4.1, you realize Maria has at least three of the signs it would be a good idea to seek professional help for her mental and emotional health (see Figure 4.6 for a list of these signs). Maria has mentioned she has trouble sleeping and fights a lot with her parents. She has not been doing her homework, though she is usually a very good student.

Instructions: For this performance assessment, imagine that you decided the best course of action is to go talk to your school counselor or a trusted teacher about Maria. Write out a script showing what you would say to the counselor. Use effective, assertive communication skills and explain why you think the counselor needs to know the information you are sharing. Be specific about why you are worried and make plans to check in with the counselor to make sure Maria was seen.

Videos, Games, and Assessments



Online Student Workbook

Name: _____
Date: _____
Period: _____

Lesson 4.3 Activity E: Building Your Self-Esteem

Instructions: No matter your level of self-esteem, everyone can always take steps to feel more confident and achieve a S.M.A.R.T. goal.

1. Assess your self-esteem level.
Answer: _____

2. How do you achieve self-esteem?
Answer: _____

3. How can you achieve self-esteem?
Answer: _____

4. What about you can overtake?
Answer: _____

5. How can you achieve self-esteem?
Answer: _____

6. Write your self-esteem goal.
Answer: _____

Lesson 4.4 Activity F: Emotional Intelligence

Instructions: Emotional intelligence is a person's skill at perceiving, understanding, and managing emotions and feelings. Rewrite each scenario into a version that depicts each participant making a healthy decision using emotional intelligence.

1. Since Reagan began dating Tanya, he rarely spends time with his friend Sasha. They used to eat lunch together in the high school cafeteria, now Reagan usually leaves school to go out for lunch with Tanya. What's more, Reagan rarely replies to her texts. One afternoon, Sasha confronts Reagan after gym class. "What's up with you and Tanya?" she snaps. "Am I not good enough to hang out with you anymore?"
Answer: _____

2. Stephen often does imitations of teachers and classmates, which his friends think are hilarious and goot-on. One morning before class, Stephen is imitating his classmate Jon. When Jon enters the classroom, he notices the students crowded around Stephen. Jon realizes what is happening as one of the other students quickly motions to Stephen to stop. Stephen turns to see Jon walking in and dismissively says, "Hey, I was only japing." Jon, sulking, ignores him.
Answer: _____

3. Aisha, a new student at Kennedy High School, has begun to date Alec. Aisha is unsure that Alec recently broke up with Rhianon, his girlfriend of more than a year. One afternoon during lunch, Rhianon approaches Aisha and tells her that Alec is bad news and she eventually will "dump" Aisha. Aisha tells Rhianon to mind her own business. Later, Aisha learns that Rhianon is still hurt and angry because she felt Alec abruptly broke up with her.
Answer: _____

Online Instructor Resources in the Curriculum Center

- Texas Lesson Plans
- Chapter Performance-Based Assessments with Rubrics
- Case Study Assessments
- Parent/Other Trusted Adult Engagement Homework Assignments
- Differentiated Notetaking and Reading Guides
- Answer Keys
- Ongoing Updated Lessons
- Teacher-Directed Activities
- Skill-Development Activities
- Vocabulary Activities
- PowerPoint® Presentations

Warm-Up Activity Mental and Emotional Health Wheel

- Read each of the statements.
- How well do you accomplish the actions or feel the statements reflect your life?
- I have my emotions under control.
- I have people I can trust who trust me back.

Factors Affecting Mental and Emotional Health

| | | | | |
|---|---|--|---|--|
| Genetics • Genetic predisposition • Ability to see the good in all situations • Mental illness • Influence level of resilience | Upbringing and Experiences • Relationships and the way you were raised • Successful life events or ongoing stressors • Influence level of experiences | Environment • Access to resources, level of violence, strength of relationships • How well your needs are met • Maslow's hierarchy of human needs • Impact on ability to work toward self-actualization | Social Media and Technology • Help with friendships • Provides support, advice, and helpful resources • Can also increase sadness, fatigue, and anxiety | Patterns of Thinking • Cognitive distortions • Negative and self-defeating thoughts • Can create anxiety |
|---|---|--|---|--|

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that Provide Options for
Teaching Sensitive Topics

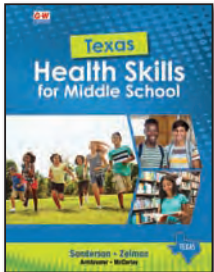


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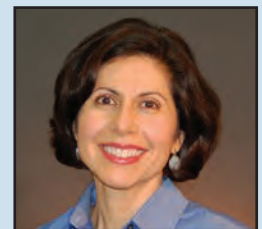
Contact your local G-W Texas Educational Consultant to get started.



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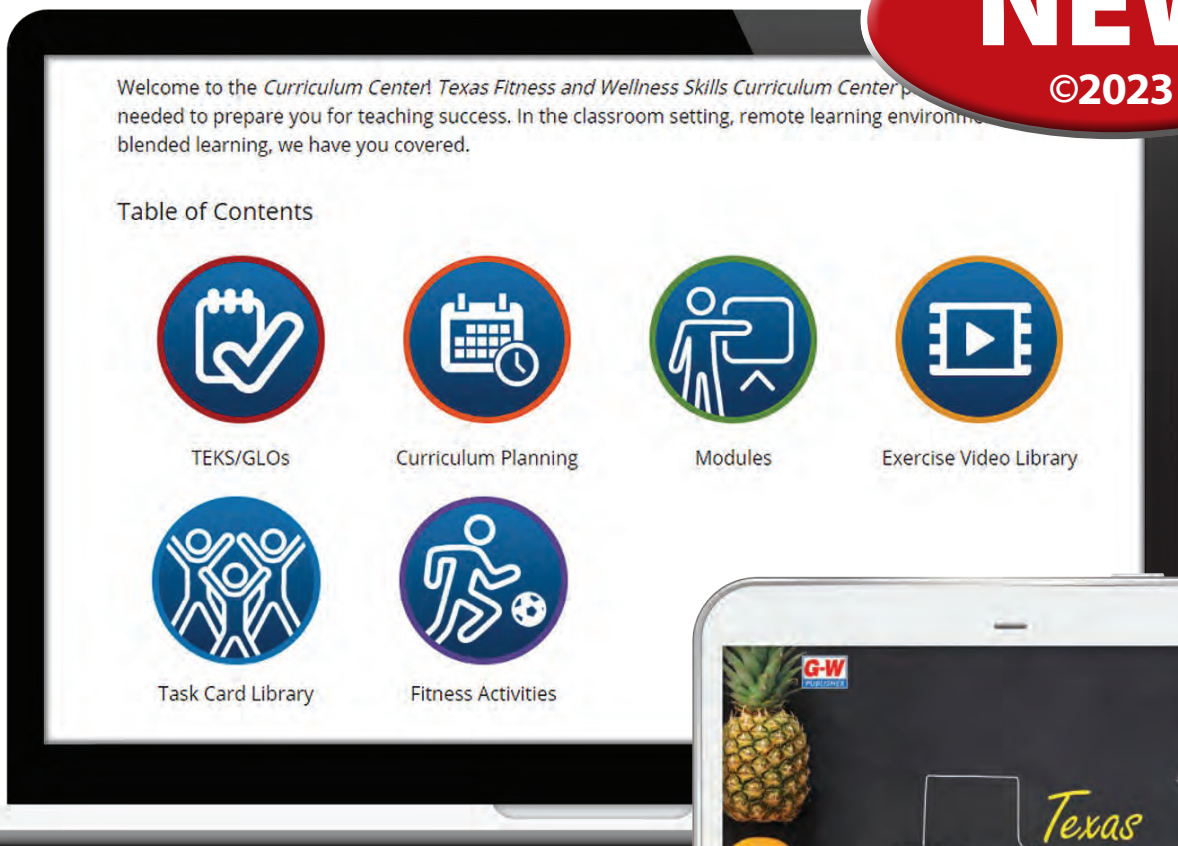
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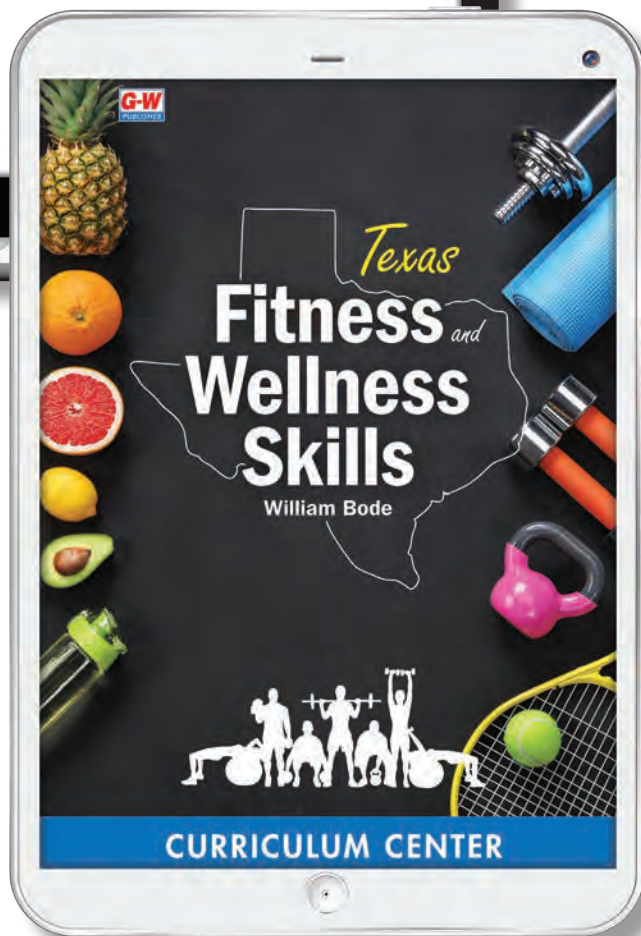
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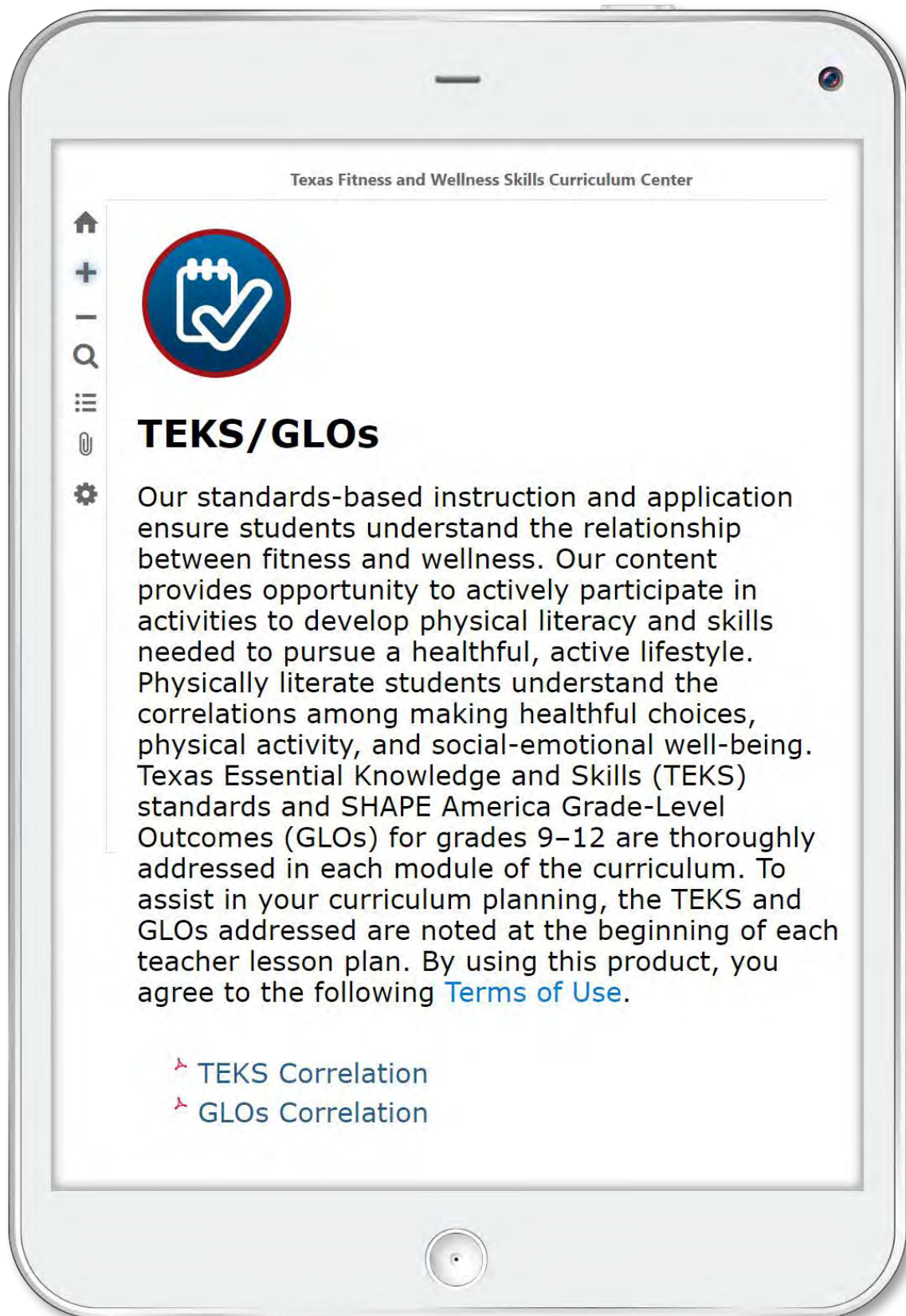
Contains *all* the resources you need for your standards-based fitness course!



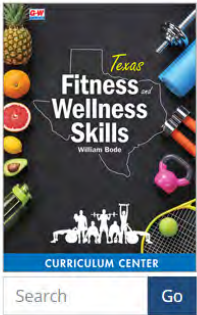
- Developed for Texas!
- A comprehensive online curriculum for Lifetime Fitness and Wellness Pursuits courses
- Award-winning teacher and expert author



Let's Look at the TEKS and GLOs



Preview: Knowledge and Skills Statement Standard, Student Expectations



Texas Fitness and Wellness Skills Curriculum Center

Welcome to the *Curriculum Center!* Texas Fitness and Wellness Skills Curriculum Center provides all the tools needed to prepare you for teaching success. In the classroom setting, remote learning environment, or blended learning, we have you covered.

Table of Contents



TEKS/GLOs



Curriculum Planning



Modules



Exercise Video Library



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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

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



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to the **Society of Health and Physical Educators Grade-Level Outcomes**

Standard S1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Breakout H1: Lifetime activities

| Level | Narrative | Activity |
|---|---|--|
| (L1) Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net-wall games or target games). | Curriculum Center Location: Pages 5-6, Module 8, Student Lesson 8.2: Physical Literacy Across the Lifespan, "Middle Adulthood" section | Curriculum Center Location: Module 8, Lesson 8.2 Handout: Middle Adulthood Exit Ticket Page 2, Module 8 Review and Assessment, Lesson 8.2 Handout: Review and Reflection Questions, #7 |
| (L2) Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games). | Curriculum Center Location: Pages 5-6, Module 8, Student Lesson 8.2: Physical Literacy Across the Lifespan, "Middle Adulthood" section | Curriculum Center Location: Module 8, Lesson 8.2 Handout: Middle Adulthood Exit Ticket Page 2, Module 8 Review and Assessment, Lesson 8.2 Handout: Review and Reflection Questions, #7 |

Breakout H2: Dance and rhythms

| Level | Narrative | Activity |
|---|-----------------------------|-----------------------------|
| (L1) Demonstrates competency in in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in 1 form of dance (e.g., ballet, modern, hip hop, tap). | Curriculum Center Location: | Curriculum Center Location: |

Quick-Click TEKS and GLOs Access!

Let's Explore the Curriculum Planning

The Curriculum Planning section includes all of the instructor resources you will need to implement this curriculum in your Lifetime Fitness and Wellness Pursuits course.

Texas Fitness and Wellness Skills Curriculum Center



Curriculum Planning

Physical education is taught in varying time frames such as a semester, full year, or other time block. To address your individual teaching needs, we offer *Course Planning Guides*. You select the guide suited for your class and take the stress out of planning. In addition, resources are provided to assist as you plan your daily classes.

- [About the Author](#)
- [Navigating Your Resources](#)
- [Implementing the Pacing Guides](#)
- [9-Week Course Planning Guide](#)
- [18-Week Course Planning Guide](#)
- [36-Week Course Planning Guide](#)
- [Grading Practices](#)
- [Warm-Up Options](#)
- [Cool Down Options](#)
- [Self-Selected Activities](#)
- [Teacher-Directed Activity: Health-Related Fitness Assessment](#)
- [Handout: Health-Related Fitness Self-Assessment Monitoring Sheet](#)
- [Physical Education Class Notes Template](#)

Preview: Implementing the Pacing Guides

Curriculum Planning: Implementing the Pacing Guides—Page 3

will give them the confidence to be physically active.

Students with Special Needs

It is important to create an inclusive environment in which all students are able to participate and enjoy the benefits of physical education. Using this resource can help you support all of your students, including those with special needs. All of the documents and presentations in the Curriculum Center are fully accessible for use with a screen reader. Most of the lessons and activities in the Curriculum Center can be adapted to fit the needs of any student in your class. Modifying exercises using a larger piece of equipment or changing the rules of an activity are just a couple of ways to make an activity more inclusive. If your school has a physical education specialist or a special education support teacher, their input will ensure the success of any student with special needs. Communicating with parents in the process will also help ensure a successful outcome.

Finishing Up a Class

It is good practice to finish class with some type of reflection. This gives students an opportunity to process and discuss the lesson. It also helps you identify and implement any changes for the next lesson. The Teacher-Directed Activities and Fitness Activities are designed to be used as a wrap-up activity.

These questions can be used for a written reflection. Debriefs, exit tickets, and reflections may be printed or uploaded to a digital platform.

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Curriculum Planning: Implementing the Pacing Guides—Page 2

In the Classroom

If you have dedicated days in the classroom, the PowerPoint and student lesson materials can be used to provide instruction. Each presentation includes lesson-opening slides, allowing you to easily divide the content into individual lessons, or you may teach the module as a whole. You may use the PowerPoint in each lesson as the basis of your lecture. It can be projected for the whole class, allowing students to engage in discussion, particularly with each Point to Ponder or Real Life Scenario slide. You may use the PowerPoint for formative assessment—

Curriculum Planning: Implementing the Pacing Guides—Page 1

Implementing the Pacing Guides

The pacing guides offer suggested organization and progression of the resources found in the Curriculum Center based on 9-, 18-, and 36-week class periods. Whether you are teaching in person, in a flipped classroom, or online, the pacing guides can help you organize and structure your course, including the lessons you will cover each week. These editable documents can be personalized to meet your unique approach and course structure.

Whether you are using the Curriculum Center for an online, in-person, or hybrid course, the versatile resources have you covered! Guidance for each scenario is included below to help you implement the pacing guides, however your course is structured.

Classroom Management Tips for Using the Curriculum Center

Having a plan in place for the beginning, in the middle of, and the end of class helps achieve the structure students need. Each module in the Curriculum Center offers lessons and activities to support these plans and engage students. Developing consistent, engaging routines will help students see the value of physical education beyond a time to just play or work out. The Curriculum Center gives you everything you need to bring impactful learning experiences to all students.

Beginning of Class

The beginning of class probably looks different for each teacher using the Curriculum Center. If you are teaching in person, students may dress out first then enter the gym, enter the gym for attendance and then dress out, or remain in their street clothes. If you are teaching the course online, students may begin with a discussion question to get them thinking about the lesson for the day. However you approach the beginning of class, it is important to provide students an opportunity for an active warm-up. Refer to the Warm-Up Options document or utilize a Fitness Activity to get students ready for physical activity. These are designed to build positive relationships and increase self-efficacy. Getting students moving as quickly as possible at the start of class can improve behavior and attention when they listen to directions or content instruction later in the period.

Delivering Content

Choosing when to deliver each lesson's content will vary based on the amount of class time, facilities available, and class size. The presentations for PowerPoints® and student lessons can be delivered to students in a few different ways, depending on how your class is set up.

official approach. Students can access content at any time for physical activity. They will give students a choice of activities and apply what they are learning. The PowerPoint® can be used to provide instruction.

Curriculum Center will be used in an online environment. The PowerPoint and student lesson review and discussion can be done on a video conference platform like Google Classroom®. Personalized workouts can be adapted to meet the needs of individual students.

Warm-ups, and Cool Down activities can be done during class. If a student is absent, see it in the Curriculum Center. Concepts from the Curriculum Center can be used for the whole portion of class or as a whole-group concept before the lesson. Explain to students the importance of physical activity.

Most of the active lessons are designed to fill all space with little to no equipment. Students can follow the lesson and create their own fitness plans. This is a great way to ensure all students are engaged in physical activity.

Preview: Warm-Up and Cool Down Options

Curriculum Planning: Warm-Up Options—Page 1

Warm-Up Options

There are many factors to consider when choosing your class, including

- facilities;
- available equipment;
- sharing space with other classes;
- class size; and
- class personality.

Facilities and available equipment will determine which facilities include gym space, outdoor space, and consider (or it may be necessary) using hallways and cafeteria. Many non-traditional areas can be used, limited, using warm-ups that require little to no transitions easier.

Many high school programs are on the same block. This can be challenging with colleagues to determine into one of the non-

Class size can be one of the biggest encounters. In the event the cafeteria is available to get permission

The last factor to consider for classes are especially energy before the lesson cardiorespiratory energy have the added benefit especially first block gradual increase in intensity class may benefit from Walking or partner before a lesson.

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Curriculum Planning: Warm-Up Options—Page 2

Walk or Jog for Time

As the class begins students walk or jog around a predetermined pattern to warm up for the day. Typically, if your class is in a gym, you will use the basketball court for this warm-up. Safety is always an important consideration, so remind students that if they choose to walk, they should do so just inside the basketball boundary lines. Students who choose to jog should do so on the outside of the boundary lines. If a basketball court is not available, set out cones that create two lanes—one for walkers and one for joggers.

Determine the duration of the warm-up based on student fitness level and the lessons or activities of the day. It is a warm-up, so you may want to limit the warm-up to five minutes.

This warm-up is beneficial because it gets students moving as soon as they enter the gym. Students can choose their intensity, which means the students who have a lot of energy

Curriculum Planning: Cool Down Options—Page 1

Cool Down Options

When choosing a cool down for your class, there are a few factors you will want to consider, including

- facilities;
- sharing space with other classes; and
- time available.

Fortunately, most cool downs do not require a lot of space. Cool downs can be done in the same space as the day's activity or workout. Also, cool downs typically do not require any equipment, which will save time and set up.

A cool down period presents a great opportunity for class discussions. If you are sharing space with other classes, however, it may be difficult to facilitate discussion in a loud gymnasium full of distractions. Consider moving to a less crowded space like the gymnasium lobby or a hallway to conduct cool downs that integrate discussion.

Finally, time management is important for facilitating a cool down. Depending on how much time is left in class—maybe the day's activity or workout took more or less time than expected—you may need to tailor your planned cool down for the time remaining. You may choose from the following cool downs or adapt and build your own.

1. Stretch

After a good workout or intense activity, a good stretch is recommended to cool the body and stretch the muscles. Choose four or more stretches that target the muscles used during the workout or activity. The Flexibility Task Cards are a great resource to identify effective stretches. Have students hold each stretch for 8–10 seconds. Each stretch can be done two or three times. While students are stretching, ask questions to review the lesson or debrief the activity for the day. Instructor Debrief prompts and questions are found at the end of each Teacher-Directed Activity and Fitness Activity. Only 2–5 minutes are needed to facilitate a successful stretch, so this is a great cool down to use when time is limited.

2. Walk

A good way to help students process and review the learning from the day is to do a partner walk, known as *Think, Pair, Share*. Students get into groups of two and walk in a designated area for 5–10 minutes. Give each pair a question or two to discuss as they walk. Explain to students that having an academic conversation is a good way to review the concepts they have learned and debrief the events of the lesson. Asking students to walk in a circle works best, so when they arrive back at the start, you can give another question to discuss.

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Preview: Teacher-Directed Activity

Teacher-Directed Activity: Health-Related Fitness Assessment

The *Health-Related Fitness Assessment* will enable students to assess their own fitness

levels throughout your course. Knowing how to assess fitness is an important skill to learn, particularly as they seek to improve their fitness. It is important that students understand assessments designed to become a competition or for students to assess themselves. It is important to create a respectful, judgement-free environment for students to assess one another, particularly during fitness assessments.

After completing a pre-assessment at the beginning of the course, students have the opportunity to measure and evaluate their fitness. After the results of each self-assessment, students should reflect on their assessment, and make any necessary adjustments to their fitness plan.

Activity Goals

- Enable students to participate in a variety of physical fitness activities. (meets TEKS 3E)
- Teach students how to assess their own health-related fitness components.

Materials Needed

- Equipment as needed for each student.
- Curriculum Plan for each student).

Activity Preparation

- Distribute a copy of the *Self-Assessment* and distribute one copy to each student.
- Reference Table 1—Self-Assessment Exercise Options required to complete the activity.

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Table 1—Self-Assessment Exercise Options

| Health-Related Fitness Components | Exercise Options |
|---|--|
| Cardiorespiratory endurance (Choose 1) | 25x up and back running (timed) Jump rope (x1000, timed) Walk/jog (4 laps around a track, timed) |
| Muscular strength, upper body (Choose 1) | Push-ups (30 seconds) Shoulder press (x10) Bicep curls (x10) |

Activity Instructions

1. Introduce the Pre-Assessment at the start of your course. This will help students establish a starting fitness level for each of the health-related fitness components.
2. Students will choose which exercise they want to complete for each health-related fitness component.
Teaching Tip: When conducting the Pre-Assessment, it may be easier to organize the class by completing one health-related fitness component at a time. For example, the class might focus on muscular endurance first, and each student could choose the exercise they want to perform. Since this will likely be the first time students are learning these exercises, this will give you a chance to introduce each one and monitor students to ensure they are performing it safely and using proper form.
3. Once the exercise is complete, students will record their scores (total repetitions or time completed) on their handout. When completing the flexibility portion of the Self-Assessment, students should describe how far they can stretch. For example, on the sit and reach, “I can touch my ankles.”
4. After students have recorded their scores, they should create a goal to achieve for that exercise by the next Self-Assessment opportunity. A goal is a score that each student thinks they can achieve in the time leading up to the next Self-Assessment.
5. At intervals throughout the course, students will assess their progress by completing the same exercises they chose for the Pre-Assessment. As students become familiar with the Self-Assessment, you may decide to allow them to complete it independently in class.

Instructor Debrief

Discuss the importance of the Pre-Assessment with students. Explain that assessing fitness levels allows them to see progress, make changes, and use the results as motivation to continue.

Preview: Health-Related Fitness Self-Assessment

Handout: Health-Related Fitness Assessment—Page 5

Name:
Date:
Period:

Third Self-Assessment

Use this handout to record your fitness performance. Identify each exercise you choose, your scores (total repetitions or time completed), and set goals for improvement. To score the flexibility exercises, describe your performance. For example, if you performed sit and reach, you might say, "I can touch my shins."

1. Cardiorespiratory endurance
Exercise:
Score:
Goal for next assessment:

Handout: Health-Related Fitness Assessment—Page 6

Name:
Date:
Period:

End-of-Course Self-Assessment

Use this handout to record your fitness assessment performance. Identify each exercise you choose, your scores (total repetitions or time completed), and set goals for improvement. To score the flexibility exercises, describe your performance. For example, if you performed sit and reach, you might say, "I can touch my shins."

Handout: Health-Related Fitness Assessment—Page 1

Name:
Date:
Period:

Health-Related Fitness Self-Assessment Monitoring Sheet

One way to monitor and evaluate your personal fitness levels is through regular self-assessments. Select exercises from each of the health-related fitness components. After completing the pre-assessment to establish your starting fitness level, you will use regular intervals in the course to evaluate your progress. This monitoring sheet will be used to record your performance. You will also use it to set goals ahead of your next self-assessment.

Table 1—Self-Assessment Exercise Options

| Health-Related Fitness Components | Exercise Options |
|---|---|
| Cardiorespiratory endurance (Choose 1) | 25x up and down stairs Jump rope Walk/jog |
| Muscular strength, upper body (Choose 1) | Push-ups Shoulder press Bicep curls Triceps dips |
| Muscular strength, lower body (Choose 1) | Squats w/ weights Deadlift (with weights) |
| Muscular endurance (Choose 2) | Crunches Planks (timed) Wall sit (timed) Calf raises |
| Flexibility (Choose 2) | Sit and reach Butterfly stretch Shoulder stretch |

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5. Muscular endurance
Exercise 2:
Score:
Goal for next assessment:

6. Flexibility
Exercise 1:
Score:
Goal for next assessment:

Handout: Health-Related Fitness Assessment—Page 2

Name:
Date:
Period:

Start of Course Pre-Assessment

Use this handout to record your pre-assessment performance. Identify each exercise you choose, your score (total repetitions or time completed), and set goals for improvement. To score the flexibility exercises, describe your performance. For example, if you performed sit and reach, you might say, "I can touch my shins."

1. Cardiorespiratory endurance
Exercise:
Score:
Goal for next assessment:
2. Muscular strength
Exercise 1:
Score:
Goal for next assessment:
3. Muscular strength
Exercise 2:
Score:
Goal for next assessment:
4. Muscular endurance
Exercise 1:
Score:
Goal for next assessment:
5. Muscular endurance
Exercise 2:
Score:
Goal for next assessment:
6. Flexibility
Exercise 1:
Score:
Goal for next assessment:
7. Flexibility
Exercise 2:
Score:
Goal for next assessment:
8. Height:
9. Weight:

Reflection Question

In which areas did you perform the strongest? Which would you like to improve? What changes can or will you make to meet your new goals?

Answer:

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Let's Explore the Modules

To make teaching easier than ever, each module is organized by lesson. Everything you need is ready—just select the lesson for the day and go.

- Lesson plans and student lessons
- Answer keys
- Teacher-directed activities
- Handouts
- Editable PowerPoint presentations
- Formative and summative review and assessment options

Texas Fitness and Wellness Skills Curriculum Center



Modules

Prepare to teach. To make teaching easier than ever, each module is organized by lesson. Everything you need is ready—just select the lesson for the day and go. Each key, student lesson, teacher-directed activity, and handout included in each module are editable. Formative and summative review and assessment options measure students' grasp of important concepts. Activities are available for downloading and printing. All module materials can be downloaded and edited in Google Apps or Microsoft Office.

Module 1: Preparing for a Physically Literate Life

Resources

- Module 1 Lesson Plans
- Module 1 Answer Key

Presentations

- Module 1 Presentation for Students
- Module 1 Instructor's Presentation

Lesson 1.1: Developing Physical Literacy

- LO 1.1-1 Explain how developing physical literacy can lead to overall physical fitness and wellness.
- LO 1.1-2 Identify factors that affect wellness and analyze how they are connected to overall well-being.
- LO 1.1-3 Identify the benefits of engaging in regular physical activity for life.

- 1.1 Student Lesson: Developing Physical Literacy
- 1.1 Teacher-Directed Activity: Physical Literacy Relay
- 1.1 Handout: Physical Fitness and Wellness Exit Ticket
- 1.1 Handout: Physical Benefits of Physical Activity Exit Ticket
- 1.1 Handout: Mental and Emotional Benefits of Physical Activity Exit Ticket
- 1.1 Handout: Social Benefits of Physical Activity Exit Ticket
- 1.1 Teacher-Directed Activity: Cross-Curricular Review
- 1.1 Handout: Benefits of Physical Activity Exit Ticket

Lesson 1.2: Building Physical Literacy

- LO 1.2-1 Identify physical literacy skills.
- LO 1.2-2 Describe the benefits of physical literacy skills.
- LO 1.2-3 Explain the impact of physical literacy on the development of social and emotional skills.
- LO 1.2-4 Identify ways to recognize physical literacy skills.
- LO 1.2-5 Explain ways to responsibly develop overall health.

- 1.2 Student Lesson: Building Physical Literacy
- 1.2 Handout: Social and Emotional Benefits of Physical Literacy Exit Ticket
- 1.2 Handout: Problem Solving Exit Ticket
- 1.2 Handout: Communication Exit Ticket
- 1.2 Handout: Recognizing and Respecting Physical Literacy Exit Ticket
- 1.2 Handout: Responsibility Exit Ticket
- 1.2 Teacher-Directed Activity: Practicing Physical Literacy

Modules

Module 1

Preparing for a Physically Literate Life

Module 2

Understanding the Health- and Skill-Related Fitness Components

Module 3

Nutrition and Physical Activity

Module 4

Setting Goals and Creating a Fitness Plan

Module 5

Choosing Your Exercises

Module 6

Developing a Workout

Module 7

Using Technology Responsibly

Module 8

Being Physically Active for Life

Lesson 1.3: Having a Growth Mindset

- LO 1.3-1 Identify the impact of a growth mindset on social and emotional well-being.
- LO 1.3-2 Explain how a growth mindset contributes to the development of physical health.
- LO 1.3-3 Explain how SMART goals can be used to achieve overall wellness.
- LO 1.3-4 Choose three SMART goals to achieve physical wellness.
- LO 1.3-5 Identify ways to recognize and respond to challenges.
- LO 1.3-6 Identify ways to recognize and respond to success and failure.

- 1.3 Student Lesson: Having a Growth Mindset
- 1.3 Handout: Developing a Growth Mindset
- 1.3 Handout: Setting SMART Goals
- 1.3 Teacher-Directed Activity: SMART Goals
- 1.3 Handout: SMART Goals
- 1.3 Handout: Recognizing and Responding to Challenges Exit Ticket
- 1.3 Handout: Recognizing and Responding to Success and Failure Exit Ticket

Lesson 1.4: Practicing Safety

- LO 1.4-1 Identify ways safety contributes to the development of physical health.
- LO 1.4-2 Recognize situational environmental safety hazards and identify ways to prevent injury.
- LO 1.4-3 Describe safety precautions necessary to prevent injury in a variety of physical activities.
- LO 1.4-4 Identify the benefits of practicing safety as an individual and as a member of their community.

- 1.4 Student Lesson: Practicing Safety
- 1.4 Teacher-Directed Activity: Safety Scavenger Hunt
- 1.4 Handout: Safety Scavenger Hunt
- 1.4 Handout: Staying Safe During Physical Education Exit Ticket
- 1.4 Handout: Staying Safe During Physical Education Community Exit Ticket

Review and Assessment

- Module 1 Handout: Pretest
- Lesson 1.1 Handout: Review and Reflection Questions
- Lesson 1.2 Handout: Review and Reflection Questions
- Lesson 1.3 Handout: Review and Reflection Questions
- Lesson 1.4 Handout: Review and Reflection Questions
- Module 1 Handout: Physical Literacy Alphabet Challenge
- Module 1 Handout: Vocabulary Matching
- Module 1 Teacher-Directed Activity: Vocabulary Relay
- Module 1 Handout: Vocabulary Deep Dive
- Module 1 Handout: Posttest

Let's Get Moving with the Exercise Video Library

The collection of more than 80 exercises, demonstrated by teens using proper form and technique, saves countless hours looking for videos of the exercises used in this course.

Texas Fitness and Wellness Skills Curriculum Center



**Includes 80
exercise demonstration
video clips!**

Exercise Video Library

Customize your lessons with an exercise demonstration video clip. The Exercise Video Library includes 80 exercise demonstration video clips from which to select and stream as you teach a lesson.

Jumping Jacks



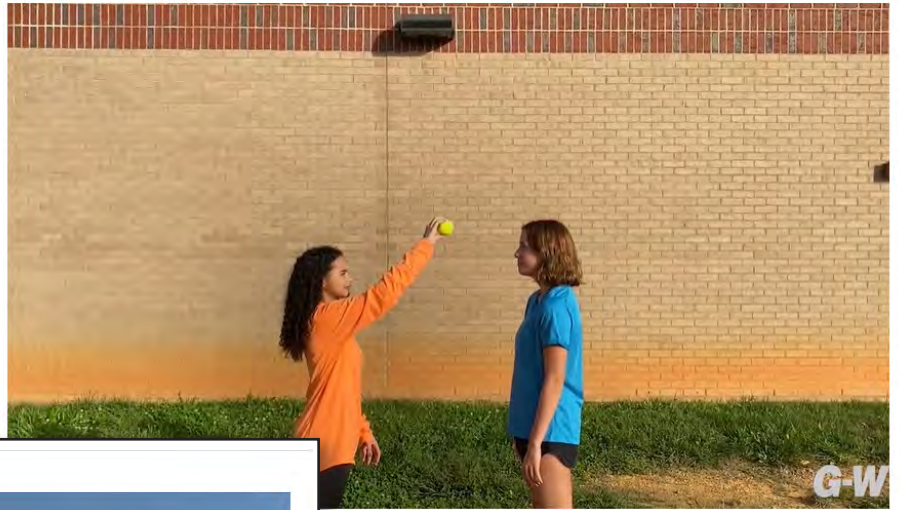
Alternating-Leg Kicks



Video Description:

The student stands with feet hip-width apart and hands raised in front of the body. To begin, the student raises one knee in front of the body, to about hip-level, then kicks forward, then lowers the knee and places their foot back on the mat. This progression is repeated with the opposite leg and continues alternating between legs.

Partner Ball Drop



The student holds the ball in front of their body, at the height of their waist. At a random time, the ball is dropped and the second student attempts to catch the ball.

Plank Reach-Up



Video Description:

The student starts in a plank position. The hands are shoulder-width apart. The body is raised off the ground, with legs and arms straight. In the starting position, the student raises their right arm in the air, stacking their fingers on top of each other. The student returns the right arm to the ground and repeats the same motion. These movements are repeated for a predetermined amount of time or number of repetitions.

Russian Twists



Video Description:

The student prepares for this exercise by sitting on a mat, knees bent to a 45-degree angle, with heels on the mat and toes in the air. Leaning back, the student holds a kettle bell weight in both hands above the abdomen. This is the starting position. To begin, the student moves the weight so that it is next to their right hip without twisting the upper body. The student returns to the starting position before then moving the weight to their left side, near their left hip. The student repeats these movements for the predetermined amount of time or number of repetitions.

Let's Look at the Task Card Library

Engage students in health-enhancing exercises and physical activities.

Jumping Jacks



Directions

1. Stand with feet together, arms at your sides.
2. Simultaneously jump your feet apart, greater than hip-width, and raise your arms until your hands are above your head.
3. Return to the starting position.

Fitness Level

| Beginner | Intermediate | Advanced |
|----------|--------------|----------|
|----------|--------------|----------|

Aerobic
Task Cards

Mountain Climbers



Directions

1. Place your hands on the ground shoulder-width apart, legs straight behind you.
2. Push off the ground with your right foot and plant it near your hip.
3. Repeat the motion with the left foot while simultaneously moving your right foot back to the starting position by straightening your leg.
4. Right leg up, left leg up equals one repetition.

Fitness Level

| Beginner | Intermediate | Advanced |
|------------------------|--------------------------|------------------------|
| <10 reps in 30 seconds | 11-20 reps in 30 seconds | 21+ reps in 30 seconds |

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Triceps Dips



Directions

1. While sitting on a bench, place your hands on either side of your hips, legs extended in front of you, feet together.
2. Supporting your body weight on your hands, move your body forward, off the bench.
3. Bend your arms to lower your body until your elbows are at a 90-degree angle.
4. Straighten your arms to lift your body.

Fitness Level

| Beginner | Intermediate | Advanced |
|---------------------|-----------------------|---------------------|
| <10 reps in 30 secs | 11-19 reps in 30 secs | 20+ reps in 30 secs |

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Let's Do Fitness Activities

Tap into 40 Fitness Activities that help students develop many self-management skills, including teamwork, communication, and problem-solving—all while having fun!

Texas Fitness and Wellness Skills Curriculum Center



Fitness Activities

As students participate in Fitness Activities, they learn to recognize and respond to challenges, successes, conflicts, and failures in physical activities in socially appropriate ways. Students can improve their teamwork, communication skills, and problem-solving skills, all while having fun. A variety of Fitness Activities are included so you can choose the ones that are appropriate for performing in your facility or available space. By using this product, you agree to the following [Terms of Use](#).

- 📄 [Balloon Drills](#)
- 📄 [Blindfold Activities: Minefield](#)
- 📄 [Blindfold Activities: Tank](#)
- 📄 [Clean Your Room](#)
- 📄 [Clean Your Room Activities: Battleship](#)
- 📄 [Clean Your Room Activities: Catapult](#)
- 📄 [Cross-the-River Activities: Hula Hoop™](#)
- 📄 [Cross-the-River Activities: Small Mats with a Ball](#)
- 📄 [Fitness Challenge Course](#)
- 📄 [Fitness Station Team Challenge](#)
- 📄 [Flip Flop](#)
- 📄 [Grab the Apple](#)

Fitness Activity: Fitness Challenge Course

The *Fitness Challenge Course* provides a fun, engaging way for students to exercise in an obstacle course. The object of the activity is to complete all the fitness challenges in the least amount of time while performing all activities correctly and safely. This activity can be used instead of a workout to give students a challenge their current level of fitness.

Activity Goals

- Have students participate in a variety of fitness. (meets TEKS 3E)
- Enable students to recognize and respond to failures in physical activities in socially appropriate ways.
- Encourage students to use communication skills in individual or group dynamics. (meets SHAPE GLC 1)

Materials Needed

- Two stopwatches.
- A class list.
- Clipboard.
- Two pens or pencils.
- Other equipment will vary by challenge.

Activity Preparation

- Review the suggested challenges you will use and ensure your activity space will accommodate them. If space is limited, you may wish to split the class into smaller groups.
- After selecting your challenges, gather the materials needed for each challenge.
- Gather the materials needed for each challenge.

Activity Instructions

1. Station at least one student to act as a checker for each challenge. You may wish to split the class into smaller groups to complete the challenge course. The challenge course group has finished.

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2. Assign two students to be timers, giving each of them a stopwatch, clipboard, and class list. One timer will record the time and time deductions for the first student to go through the challenge course. Once the first student is at least halfway through the course, the second student can start. They will be timed by the second timer.
3. As each student progresses through the challenge course, checkers will signal to the timers when an obstacle is done correctly (using a thumbs up) or incorrectly (using a hand wave). An obstacle that is done incorrectly results in a five-second deduction from the student's time. Time deductions don't have to be used, but it can deter some students from intentionally trying to cut time.
4. If time permits, allow the students to go through the course more than once to see if they can improve their score.

15-Yard Tire Flip

Use masking tape to mark out the pattern on the floor.

Zigzag through Cones

- Set up ten cones in a zigzag pattern. Students will start at one end and run in and out of the course by going around the outside of each cone.

Mat Crawl

- Lay out three trifold mats end to end. Students will army crawl from one end to the other. A variation could have them bear crawl from end to end.

Mat Step Overs

- Use three to four trifold mats and fold them into a triangle to create a small hurdle for students to jump or step over. If mats get knocked over, the checker should set them back up.

Aerobic Steps as Jumping Stones

- Use 8–10 aerobic steps without the risers. These will be stepping-stones for students to jump onto. Set the aerobic steps close enough to make sure students can safely jump from one to another without falling. Designate a starting step and an ending step and have students jump across the course.
Teaching Tip: Be creative in the challenges you select and create new ones based on the equipment at your disposal. This can become a brainstorming activity with the class as you work together to create unique challenges.

Instructor Debrief

Ask the following questions when the class finishes the activity:

- Which challenge did you think was the most difficult?
- How did the challenge course reveal the strengths and weaknesses in your health-related fitness?
- How did the challenge course reveal the strengths and weaknesses in your skill-related fitness?



Let's Work Together to Encourage Healthy Living

Welcome to the *Curriculum Center! Texas Fitness and Wellness Skills Curriculum Center* provides all the tools needed to prepare you for teaching success. In the classroom setting, remote learning environment, or blended learning, we have you covered.

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TEKS/GLOs



Curriculum Planning



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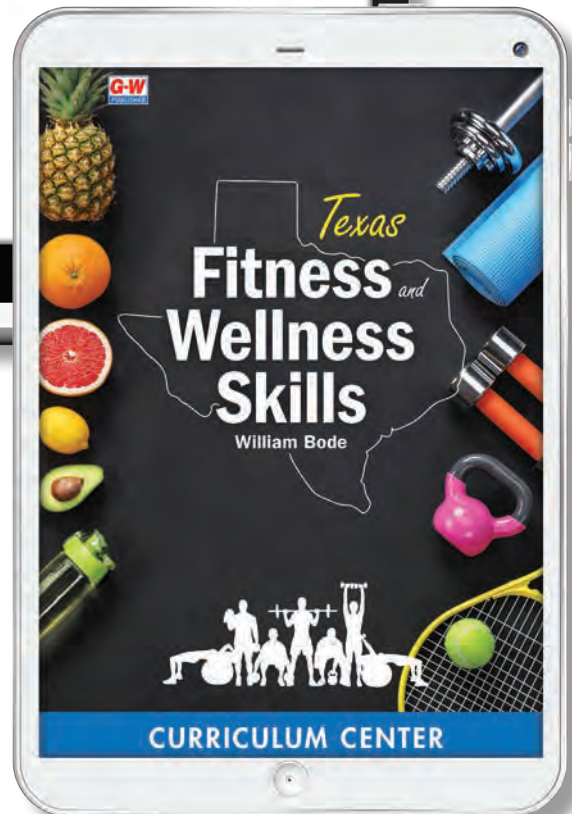
Exercise Video Library



Task Card Library



Fitness Activities



Also available:

Resources for Middle School Health, Grades 6–8, and Health I and Health II

Start Your Digital Review Now!
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