



SPIRIT CURRICULUM TEACHER RESOURCE GUIDE

Unlock Your Inner Strength
and Empower Ownership
of Your Health.



CONTENTS

| | |
|---|-----------------|
| Heart Rate Zone Chart..... | p. i |
| IHT Fitness Challenge-Results and Goals..... | p. ii |
| School Blank Fitness Challenge | p. iii |
| Weekly Wrap Up for Students..... | p. iv |
| Teacher Unit Planner Outcomes Template Stage 1 | p. v |
| Teacher Unit Planner Evidence of Learning Template Stage 2 | p. vi |
| Teacher Learning Plan Template Stage 3 | p. vii |
| Unit 1 Fitness Category | p. 1-55 |
| Cardiovascular Unit Plan High School | |
| Cardiovascular Unit Plan Middle School | |
| Putting on a Heart Rate Monitor - adidas ZONE Wrist Monitor | |
| Putting on a Heart Rate Monitor - Spirit Chest Monitor | |
| Understanding the Zones | |
| Sustaining the YELLOW Zone | |
| Reaching the RED Zone | |
| Understanding the BLUE Zone | |
| Taking Your Pulse | |
| Estimating Maximum Heart Rate | |
| Recovery Rate | |
| Flexibility-Mobility-Balance Unit Plan High School | |
| Flexibility-Mobility-Balance Unit Plan Middle School | |
| Body Alignment - Peer Assessment - Amazing Race | |
| Sun Salutation | |
| Student Designed Fitness Unit Plan High School | |
| Muscular Strength and Muscular Endurance Unit Plan High School | |
| Muscular Strength and Muscular Endurance Unit Plan Middle School | |
| Body Alignment - Peer Assessment - Stations | |
| Wheel of Fortune | |
| Seven Wonders of the World | |
| Decoding Fitness | |
| Unit 2 Dance & Rhythmic Category | p. 56-63 |
| Dance Unit Plan High School | |
| Dance Unit Plan Middle School | |
| We've Got Talent | |
| Unit 3 Games & Sports Category | p. 64-71 |
| Heart Rate and Game Play Unit Plan Middle School | |
| Cone Handball | |
| Ultimate Bean Bag | |

GET IN THE ZONE

AND HIT YOUR TARGET



LOW IMPACT

50-60%
of max HR

Can talk and breathe comfortably
Light sweating
I can stay here a long time



ACTIVITIES

Yoga
Golf
Lifting weights
Walking at a comfortable pace

FUEL BURNED



BENEFITS

Improves muscle tone, recovery
and heart health

MODERATE

60-80%
of max HR

Can talk but my breathing is heavy
Heart is really pumping
I burn lots of calories in this zone



ACTIVITIES

Cycling
Dancing
Fitness games
Jogging at an even pace

FUEL BURNED



BENEFITS

Improves aerobic fitness, stamina
and endurance

VIGOROUS

80-90%
of max HR

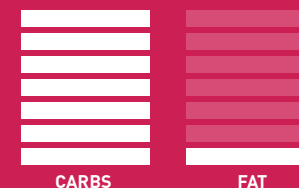
Can't talk, my breathing is fast
Very exhausting
I get faster and stronger here



ACTIVITIES

Soccer
Basketball
Swimming
Running at an all out pace

FUEL BURNED



BENEFITS

Improves performance,
speed and power



Fitness Challenge – Results and Goals

Student: _____ Period: _____ Grade: _____ Semester, Year: _____

| Timed Challenges | | Pre-Assessment Results | | | Midterm Results | | | Post-Assessment Results | | | | | |
|----------------------|--|--------------------------|---------|------|-----------------|----------|------|-------------------------|----------|-----|-----|----------|--|
| Date | | Score | Midterm | Post | Score | Midterm | Post | Score | Met Goal | | | | |
| Test | Description | Result | Goal | Goal | Result | Yes | No | Goal | Result | No | Yes | Exceeded | |
| Mile Run/Walk | Each day you challenge yourself with this assessment, work hard to improve! | Time | | | | | | | | | | | |
| | | Peak Heart Rate | XX | XX | | XX | XX | | | | | | |
| | | Time in YELLOW (mile) | | | | | | | | | | | |
| | | Time in RED (mile) | | | | | | | | | | | |
| Practice Shuttle Run | Two parallel lines 30 ft. apart. On "Go" run to the far line, touch it, run back to start point, touch start line, run to the far line again, touch it, run to start point. Do as many as you can in 4 minutes. (count ½ reps) | # Complete | | | | | | | | | | | |
| | | Peak Heart Rate | XX | XX | | XX | XX | | | | | | |
| | | Time in YELLOW (shuttle) | | | | | | | | | | | |
| | | Time in RED (shuttle) | | | | | | | | | | | |
| Assessments Protocol | | Pre-Assessment Results | | | Midterm Results | | | Post-Assessment Results | | | | | |
| Date | | Score | Midterm | Post | Score | Met Goal | Post | Score | Met Goal | | | | |
| Test | Description | Result | Goal | Goal | Result | Yes | No | Goal | Result | No | Yes | Exceeded | |
| Curl Ups | Heels must remain on the mat. Head must return to the mat. The movement should be continuous (every 3 seconds). Fingertips must touch the far side of the measuring strip (i.e., 4-inch strip). | | | | | | | | | | | | |
| Push-Ups | The movement should be continuous (every 3 seconds). 90° angle with the elbow on each repetition. Correct body position with a straight back. Extend arms fully. | | | | | | | | | | | | |
| Squats | Feet shoulder width apart. Back straight, head forward. Lower your body bending your legs. Don't allow knees to extend over your toes. Squat until in a seated position, come back to starting position. | | | | | | | | | | | | |
| Sit and Reach | Back straight, head up. Knee on extended leg remains straight. Hands should reach forward evenly. Hips remain square to the box. | R L | R L | R L | R L | R L | R L | R L | R L | R L | R L | R L | |



Fitness Challenge – Results and Goals

Student: _____

Period: _____

Grade: _____

Semester, Year: _____

| Timed Challenges | | Pre-Assessment Results | | | Midterm Results | | | | Post-Assessment Results | | | |
|----------------------|--------------------------|------------------------|---------|------|-----------------|----------|---------|------|-------------------------|----------|-----|----------|
| Date | | Score | Midterm | Post | Score | Midterm | | Post | Score | Met Goal | | |
| Test | Description | Result | Goal | Goal | Result | Yes | No | Goal | Result | No | Yes | Exceeded |
| | Time | | | | | | | | | | | |
| | Peak Heart Rate | | XX | XX | | XX | XX | | | | | |
| | Time in YELLOW (mile) | | | | | | | | | | | |
| | Time in RED (mile) | | | | | | | | | | | |
| | # Complete | | | | | | | | | | | |
| | Peak Heart Rate | | XX | XX | | XX | XX | | | | | |
| | Time in YELLOW (shuttle) | | | | | | | | | | | |
| | Time in RED (shuttle) | | | | | | | | | | | |
| Assessments Protocol | | Pre-Assessment Results | | | Midterm Results | | | | Post-Assessment Results | | | |
| Date | | Score | Midterm | Post | Score | Met Goal | | Post | Score | Met Goal | | |
| Test | Description | Result | Goal | Goal | Result | Yes | No | Goal | Result | No | Yes | Exceeded |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | R L | R L | R L | R L | R L R L | R L R L | R L | R L | R L | R L | R L |

Weekly Wrap Up

| Day of Week | Date | Activity | BLUE Zone Minutes | YELLOW Zone Minutes | RED Zone Minutes | YELLOW+RED Total Minutes | Calories Burned |
|---------------|------|----------|-------------------|---------------------|------------------|--------------------------|-----------------|
| | | | | | | | |
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| | | | | | | | |
| TOTALS | | | | | | | |

Based On The Time Wearing Your Heart Rate Monitor:

Week's Total Minutes of Exercise: _____ Daily Average Minutes of Exercise: _____ (Total Min/# of Entries)

Daily Average Calories Burned During Class: _____ (Total Calories/# of Entries)

Average Number of Minutes Per Day Spent in Fitness Zone: _____ (Total Min in Y+R/# of Entries)

Percentage of Overall Time Spent in Fitness Zone This Week: _____

Compare and contrast this week's results with last week's results: (Include information about different types of movement and activities in relation to your heart rate and calories burned.)

What are my goals and intentions for this coming week?

CATEGORY: FITNESS ACTIVITIES

Unit: Cardiovascular | Lessons 1 - 8

Topic(s): Cardiorespiratory Endurance

Grade Level: 9-12

Stage 1 – Desired Results

Content Standards and Outcomes:

FOCUS-

- S3.H10.L1- Calculates target heart rate and applies that information to personal fitness plan.
- S3.H10.L2- Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor, pedometer) to self-monitor aerobic intensity.

SUPPORT-

- S1.H3.L1- Demonstrates competency in 1 or more specialized skills in health-related fitness activities.
- S2.H1.L1- Appropriately applies the terminology associated with exercise and participation in selected individual performance activities.
- S4.H1.L1- Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.
- S5.H4.L1- Identifies the opportunity for social support in a self-selected physical activity or dance.

Enduring Understandings:

- How to use heart rate monitors to adjust pacing and keep heart rate in the desired zone based on the activity.
- The importance of target heart rate as part of cardiorespiratory fitness.
- The activities to use to build fitness components.
- The importance of regular physical activity for good health.

Essential Questions / Provocative Questions:

- What does personal fitness look like?
- Why would you use a heart rate monitor as a tool in your fitness development?

Knowledge - Students will know:

- The purpose of using heart rate monitors
- The proper procedures and protocols of the heart rate monitor system
- The benefits of the low, moderate and vigorous zones
- How to explain perceived exertion.
- The parts and functions of the cardiorespiratory system biomechanics of the heart
- The formula of target heart rate zones

Skill - Students will be able to (do):

- Demonstrate how to use the checkout system and complete the pickup process by tapping their HRM to the reader
- Analyze their heart rate report and discuss the time in the heart rate zones
- Demonstrate how to adjust the intensity of an activity to raise or lower heart rate properly based on desired target heart rate zone
- Demonstrate competency in 1 or more specialized skills in health-related fitness activities
- Apply appropriate terminology associated with exercise



Stage 2 – Assessment Evidence

Performance Tasks:

- 1- Understanding the benefits of heart rate monitor tracking.
- 2- Students select activity (jump rope, run/walk, dance, etc...). The goal is for each student to perform the self-selected activity and stay in the YELLOW zone for 5 minutes, cool down in the BLUE zone for 1 minute. After 5 minutes, discuss (or write/journal) if students were able to meet the goal and how they adjusted their intensity to stay in the desired zone. Students can choose a second activity and either repeat the previous goal or adjust to 5 minutes in RED zone, 2 in YELLOW and 1 in BLUE. If increasing intensity, discussion can include a compare/contrast physiological effects from goal 1 and goal 2.
- 3- Student will record and set goals for the health-related component of cardiovascular endurance.

Key Criteria:

Task 1A - (adjust according to the number of questions on the written assessment)

Physical Education Written Common Summative Assessment

- Level 4: The student scores 15 out of 15 correct
- Level 3: The student scores 12-14 out of 15 correct
- Level 2: The student scores 9-11 out of 15 correct
- Level 1: The student scores 8 out of 15 correct

Task 1B - Weekly Wrap-up Chart (Minutes and Calories) Student Resources

| Day of Week | Date | Activity | BLUE Zone Minutes | YELLOW Zone Minutes | RED Zone Minutes | YELLOW+RED Total Minutes | Calories Burned |
|-------------|------|----------|-------------------|---------------------|------------------|--------------------------|-----------------|
| | | | | | | | |
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| | | | | | | | |
| TOTALS | | | | | | | |

Task 2 - Rubric for students' ability to adjust intensity to meet goal

| Measure | Record which level |
|--|--------------------|
| 1- Minimally able to maintain heart rate in proper zones (unable to adjust intensity/pacing) | |
| 2- Able to maintain heart rate in proper zones (able to adjust intensity/pacing) | |
| 3- Able to maintain heart rate in proper zone and discuss how to adjust pacing to meet each goal | |



Task 3 - Goal Setting: Cardiovascular endurance, setting goals and evaluation of goals.

| IHT Student: _____ Period: _____ Grade: _____ Semester, Year: _____ | | | | | | | | | | | | | |
|---|--|--|------------------------|------|--------|-----------------|------|-------|-------------------------|----|-----|----------|--|
| Fitness Challenge – Results and Goals | | | | | | | | | | | | | |
| Timed Challenges | | | Pre-Assessment Results | | | Midterm Results | | | Post-Assessment Results | | | | |
| Date | Description | Score | Midterm | Post | Score | Midterm | Post | Score | Met Goal | | | | |
| Test | Description | Result | Goal | Goal | Result | Yes | No | Goal | Result | No | Yes | Exceeded | |
| Mile Run/Walk | Each day you challenge yourself with this assessment, work hard to improve! | Time Peak Heart Rate Time in YELLOW (mile) Time in RED (mile) | XX | XX | XX | XX | | | | | | | |
| Practice Shuttle Run | Two parallel lines 30 ft. apart. On "Go" run to the far line, touch it, run back to start point, touch start line, run to the far line again, touch it, run to start point. Do as many as you can in 4 minutes. (count ½ reps) | # Complete Peak Heart Rate Time in YELLOW (shuttle) Time in RED (shuttle) | XX | XX | XX | XX | | | | | | | |
| Assessments Protocol | | | Pre-Assessment Results | | | Midterm Results | | | Post-Assessment Results | | | | |
| Date | Description | Score | Midterm | Post | Score | Met Goal | Post | Score | Met Goal | | | | |
| Test | Description | Result | Goal | Goal | Result | Yes | No | Goal | Result | No | Yes | Exceeded | |
| Curl Ups | Heels must remain on the mat. Head must return to the mat. The movement should be continuous (every 3 seconds). Fingertips must touch the far side of the measuring strip (i.e., 4-inch strip). | | | | | | | | | | | | |
| Push-Ups | The movement should be continuous (every 3 seconds). 90° angle with the elbow on each repetition. Correct body position with a straight back. Extend arms fully. | | | | | | | | | | | | |
| Squats | Feet shoulder width apart. Back straight, head forward. Lower your body bending your hips. Don't allow knees to extend over your toes. Squat until in a seated position, come back to starting position. | | | | | | | | | | | | |
| Sit and Reach | Back straight, head up. Knees on extended leg remains straight. Hands should reach forward evenly. Hips remain square to the box. | R L R L R L R L R L R L R L R L R L R L R L R L R L | | | | | | | | | | | |

Other Evidence:

Student Resources:

Understanding the Spirit System

Understanding Data

The Three Zones Understanding the BLUE Zone

The Three Zones Sustain YELLOW Zone

The Three Zones Reaching RED Zone

Knowing My Pulse Rate – Heart Rate

Estimating Maximum Heart Rate

Weekly Wrap-up

IHT Fitness Challenge – Results and Goals