Walking/Jogging/Cross Country

Content Area: **Physical Education and Health**
Course(s): **Physical Education 9, Physical Education 10, Physical Education 11, Physical Education 12**
Time Period: **School Year**
Length: **8 blocks**
Status: **Published**

Transfer

Big Idea: Cooperation, Work Ethic, Skill Development and Physical Fitness

Enduring Understandings

Performing movement skills in a technically correct manner improves overall performances and increases the likelihood of participation in lifelong physical activity.

Understand fitness concepts and skills and integrating them into your everyday routine supports wellness.

Essential Questions

In what ways can you evaluate your fitness level by running or walking distances?

How is running/Power walking a cardiovascular activity?

What does it mean to be physically fit?

What is the minimal amount of exercise I can do to stay physically fit?

Content

Vocabulary

Cardiovascular, carotid artery,

Working heart range, quadriceps, calf muscles, aerobic,

Learning Objectives

Differentiate between the concepts of power walking/jogging.

Demonstrate practice warm-up and cool-down techniques.

Demonstrate about proper gait(stride) while walking/jogging

Display techniques of proper foot placement.

Display proper breathing techniques.

Practice running/walking both on track and multi-terrains.

Use interval training, Indian relays, far licks, and scavenger hunts to increase performance.

Standards

HPE.2.5.12	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
HPE.2.5.12.A	Movement Skills and Concepts
HPE.2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
HPE.2.5.12.B	Strategy
HPE.2.5.12.B.3	Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
HPE.2.6.12.A	Fitness and Physical Activity
HPE.2.6.12.A.1	Compare the short- and long-term impact on wellness associated with physical inactivity.

HPE.2.6.12.A.2	Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals. (FITT and additional training principles)
HPE.2.6.12.A.4	Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

Assessments

Teacher Observation of proper skills
Formative: Other Evidence: Performance: Skill Demonstration
Teacher observation of student participation.
Formative: Other Evidence: Other: Teacher Observation
Written test made by teacher
Summative: Transfer Tasks: Test: Written
Walk /Run performances based on National Standards from AHHPER.
Formative: Other Evidence: Test: Standardized