

Canyon Hills JHS Physical Education



SPORTFOLIO

Name: _____

Teacher: _____

Period: _____

NAME: _____ ROLL #: _____ PERIOD: _____

PHYSICAL EDUCATION STAFF: Ms. Bromley, Mr. Booth, Mr. Martin, Mrs. Walker

CURRICULUM: (California State Standards)

7th and 8th GRADE: Fitness Testing, Track and Field, Cross Country Runs, Conditioning

7th GRADE: World Dance, Disc Sports, Table Tennis, Volley Tennis, Medieval Games, Recreational Games, Pickleball, Basketball Skills, Lead-up Skills (Individual and Dual Sports)

8th GRADE: Square Dance, Angleball, Football, Basketball, Volleyball, Floor Hockey, Weight Training (Team Sports)

CLASS RULES:

1. Students are to stand/sit quietly on their numbers facing forward while the teacher is taking role.
2. Destruction of school property or another student's property may result in detention, disciplinary referral, and or lowering of citizenship grade.
3. Inappropriate behavior and/or language will result in a disciplinary action and/or a referral.
4. Students are to remain in the marked P.E. area (blacktop) until the passing bell rings.
5. For your safety, glass, mirrors, and aerosol cans are not allowed in the locker room.
6. Follow ALL directions given by your teacher, other PE staff, and ALL other adults.
7. **Be Respectful / Be Responsible / Be Safe**

DRESS CODE AND LOCKERS:

The Physical Education uniform may be purchased from the Physical Education Department.

The uniform will consist of:

1. Maroon shorts (you may only wear one pair at a time, waist band above the hip bone).
2. Gray t-shirt
3. Socks and tennis shoes (tied appropriately above the tongue).
4. Fleece sweatshirts and/or sweatpants may be worn OVER P.E. uniform, not in place of uniform.
5. Names must be marked (with permanent ink) on the shirt and shorts. You must only wear clothes with your name on them. Clothing with writing, other than the student's name, will not be permitted.
6. If uniforms are lost or misplaced, students are required to bring a note from home explaining the situation and have until the end of the week to replace them. Students may purchase new clothes at any point throughout the year or bring appropriate replacement clothes from home; see your PE teacher.
7. Students are responsible for securing all PE and personal belongings inside their locker. A student's locker may only be accessible during the beginning and end of their PE period.
8. You will be required to wear a "loaner uniform" if you are not properly dressed. See Loaner Policy on the next page.

LOANER CLOTHES POLICY (PER 6 WEEK GRADING PERIOD):

1st offense = (FREE) loaner with NO disciplinary action.

2nd offense = before school detention

3rd offense = before school detention + (N) in citizenship + possible office referral and/or parental contact.

4 or more offenses = before school detention + (N or U) in citizenship + office referral with parental contact.

TIPS FOR MAINTAINING PE CLOTHING AND LOCKER:

If you lose your clothes, please check in the P.E. lost and found. If it is not there you must replace them. This problem could nearly be eliminated if these rules are followed:

1. Use permanent ink to mark your LAST name and FIRST name on the uniform.
2. NEVER share your locker combination. NEVER SHARE LOCKERS! NEVER loan clothes to others or leave them in a friend's locker! Write your locker combination inside your agenda on your birthday so you can retrieve it when you forget the combination.

CHEATING:

Cheating on homework, quizzes, tests, runs or activities shall result in NO CREDIT, detention, and/or a lowered citizenship grade for the current trimester.

GRADES/GRADING:

Progress reports will be issued during the sixth week of each trimester. Trimester grades are cumulative. Approximate composition of grades for each unit:

- Daily Participation Grade: PE is primarily a participation class. Daily participation is essential for a good grade.
- Maintaining and completing the Sportfolio assignments. If your teacher uses Goggle Classroom, check nightly to stay abreast of current and upcoming events and assignments.
- Homework (40%) / Assessments (60%). Most units will have a written and a skills assessment.
- If you are absent or out on medical leave, it is YOUR responsibility to make up any tests, fitness runs, or assignments, in a timely manner.
- Students who cut the Cross Country or 30 Minute Run courses or move the cones will be given a 0 score. Students who report a wrong run time or lap count will be given a "0".

SPORTFOLIO:

Each student will be given a Sportfolio at the beginning of the school year. It is the student's responsibility to keep it in good condition and have it available daily for note taking and data recording. A digital file can be downloaded and printed if the Sportfolio is lost. The digital copy (PDF file) can be found on the teacher's school website or Goggle Classroom.

RUN MAKE-UPS AND PE DETENTIONS:

Run make-ups and PE detentions will be held weekly before school, typically on Wednesdays with weather permitting. Runs begins at 8:20 AM. Students should attend run make-ups the week following their absence and have the entire semester to perform their make-up. The longer a student waits, the less likely they are to complete the run make-up. Failure to attend an assigned before school detention will result in a doubled detention and a lowering in the citizenship grade.

PARENT AND DOCTOR NOTES:

A parent's note will excuse a student from activity ONLY for a maximum of three days. A doctor's note (M.D.) will excuse a student from activity as specified by the physician (an alternate assignment may be given, and make-ups may also be required).

Student's Name: _____

Student Signature: _____

Parent Signature: _____

Parent Email: _____

Heat / Humidity: CVUSD AR 6114.5(c) Policy

1. Outdoor activities by students and staff shall be modified to prevent heat stroke/heat exhaustion during hot weather.
2. When temperatures are 80 to 90 degrees Fahrenheit, the following precautions shall be taken:
 - a. Allow unrestricted access to water.
 - b. Provide adequate time (at least ten minutes per hour) for rest and cooling.
 - c. Watch carefully those athletes/students with a tendency toward obesity and those with a history of heat related illness, for signs of hyperthermia.
 - d. During periods of moderate to high humidity, avoid prolonged vigorous activity.
3. When temperatures are 90 to 100 degrees Fahrenheit, the following precautions shall be taken:
 - a. Avoid any prolonged vigorous activity, regardless of humidity level.
 - b. Follow items 2 (a), 2 (b), and 2 (c) above.
4. When temperatures are above 100 degrees Fahrenheit, the following precautions shall be taken:
 - a. All vigorous outdoor activity is to be avoided.
 - b. Limit outdoor activities to short periods of time.
 - c. Allow unrestricted access to water, even indoors.
 - d. Watch carefully those athletes and students with a tendency toward obesity for signs of hyperthermia.
 - e. Students with a history of heat related illness shall remain indoors.
 - f. Limit athletic practices to short, non-vigorous workouts.

Suggestions for Students:

We acknowledge that temperatures change throughout the day and according to the wind. We try to monitor blacktop temperatures by using an IR temperature meter. We suggest that the students speak to their PE teacher if/or when temperatures on the blacktop become uncomfortable, especially, but not limited to, sitting down or doing pushups. We never want students to be hurt by the heat; yet, we also need the child to advocate for themselves and bring it to the teacher's attention if the blacktop become too hot. Allowing access to water is always encouraged by our staff, either by using the drinking fountain or bringing one's own water bottle(s).

Here are some helpful suggestions to review with your child:

1. Talk to your teacher... self-advocate.
2. Bring water to school or utilize the use of the drinking fountains before and after class.
3. Use a hand towel for doing pushups.
4. Request to take a short break and rehydrate when temperatures fall within the AR 6114.5(c) guidelines.

Grade Seven

STANDARD

1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Manipulative Skills

- 1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying

Rhythmic Skills

- 1.2 Perform multicultural dances.

Combinations of Movement Patterns and Skills

- 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.
- 1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.
- 1.5 Demonstrate body management and locomotor skills needed for successful participation in track and field and combative activities.
- 1.6 Demonstrate body management and object-manipulation skills needed for successful participation in introductory adventure/outdoor activities.

STANDARD

2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Manipulative Skills

- 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

Movement Concepts

- 2.2 Analyze movement patterns and correct errors.
- 2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development.
- 2.4 Explain and demonstrate spin and rebound principles for performing manipulative skills.
- 2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.
- 2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.

Combination of Movement Patterns and Skills

- 2.7 Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person.

STANDARD**3**

Students assess and maintain a level of physical fitness to improve health and performance.

- 3.1 Assess one's own muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition by using a scientifically based health-related fitness assessment.
- 3.2 Evaluate individual measures of physical fitness in relationship to patterns of physical activity.
- 3.3 Develop individual goals, from research-based standards, for each of the five components of health-related physical fitness.
- 3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.
- 3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 3.6 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.

STANDARD**4**

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- 4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each component of health-related physical fitness.
- 4.2 Identify physical activities that are effective in improving each of the health-related physical fitness components.
- 4.3 Match personal preferences in physical activities with each of the five components of health-related physical fitness.
- 4.4 Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while the body is at rest.
- 4.5 Describe the role of physical activity and nutrition in achieving physical fitness.
- 4.6 Identify and apply the principles of overload in safe, age-appropriate activities.
- 4.7 Explain progression, overload, and specificity as principles of exercise.
- 4.8 Discuss the effect of extremity growth rates on physical fitness.

STANDARD**5**

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
- 5.2 Accept responsibility for individual improvement.

Social Interaction

- 5.3 Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.

Group Dynamics

- 5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.
- 5.5 Identify the responsibilities of a leader in physical activity.

Grade Eight

STANDARD

1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Rhythmic Skills

- 1.1 Identify and demonstrate square dance steps, positions, and patterns set to music.
- 1.2 Create and perform a square dance.

Combinations of Movement Patterns and Skills

- 1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities.
- 1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.
- 1.5 Demonstrate fundamental gymnastic/tumbling skills.
- 1.6 Create and perform a routine using fundamental gymnastic/tumbling skills, locomotor and nonlocomotor movement patterns, and the elements of speed, direction, and level.

STANDARD

2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.
- 2.2 Explain the rotation principles used in performing various manipulative skills.
- 2.3 Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities.

Combination of Movement Patterns and Skills

- 2.4 Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance.
- 2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities.
- 2.6 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.

STANDARD

3

Students assess and maintain a level of physical fitness to improve health and performance.

- 3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment.

- 3.2 Refine individual personal physical fitness goals for each of the five components of health-related physical fitness, using research-based criteria.
- 3.3 Plan and implement a two-week personal physical fitness plan in collaboration with the teacher.
- 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 3.5 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.
- 3.6 Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury).

STANDARD 4	Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
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- 4.1 Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health-related physical fitness.
- 4.2 Identify appropriate physical activities that can be performed if one's physical fitness program is disrupted by inclement weather, travel from home or school, or a minor injury.
- 4.3 Identify ways of increasing physical activity in routine daily activities.
- 4.4 Identify and apply basic principles in weight/resistance training and safety practices.
- 4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.
- 4.6 Explain the different types of conditioning for different physical activities.

STANDARD 5	Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.
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Self-Responsibility

- 5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.
- 5.2 Organize and work cooperatively with a group to achieve the goals of the group.
- 5.3 Identify and evaluate three preferences for lifelong physical activity and determine one's responsibility for developing skills, acquiring knowledge of concepts, and achieving fitness.

Social Interaction

- 5.4 Identify the contributions of members of a group or team and reward members for accomplishing a task or goal.

Group Dynamics

- 5.5 Accept the roles of group members within the structure of a game or activity.
- 5.6 Describe leadership roles and responsibilities in the context of team games and activities.
- 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

What is Your Target Heart Rate?



When exercising you want to be sure to maintain a safe level. Listening to your body and taking your heart rate will help you determine the right level for you.

If you do not exercise at a level that is challenging, you will not maximize the benefits of your exercise. If you exercise at a level that is too high, for too long, you run the risk of causing yourself an injury or not being able to maintain the ability to keep going. Taking your heart rate and exercising in your target heart rate zone will help you to get the most benefit from your exercise and be able to sustain that exercise long enough that your heart will remain healthy.

How to Take your Heart Rate?



1. Find your pulse on the carotid artery (on the neck).
2. Instead of counting each beat for a total of 1 minute, we can take a fairly accurate shortcut by counting the number of heart beats in **6 seconds** and then **multiplying that number by 10**.



Heart beats in 6 seconds: _____ X 10 = _____ bpm

What is your Maximum Heart Rate (MHR)?

- $220 - \text{Your Age} = \text{Your Maximum Heart Rate}$
- This is just a scientific number used to calculate your Maximum Heart Rate

What is your Target Heart Rate (THR)?

- Between 70% to 85% of your Maximum Heart Rate
- This is the ideal rate that you want your heart to safely beat during exercise.

Calculate your Target Heart Rate

$$220 - \text{Age} = \text{_____ MHR}$$

$$\text{MHR} \times .70 = \text{_____ THR (low-end bpm)}$$

$$\text{MHR} \times .85 = \text{_____ THR (top-end bpm)}$$

Canyon Hill's Cross Country

	Date	Time	Course	Heart Rate
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				

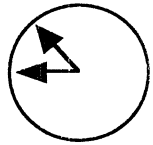
Chart Codes	
NTA	No time absent
NT	No time
NTN	No time note
NTO	No time office
NTL	No time late
GC	Used Gold Card

Course Codes	
Mile	Write "M"
Course 1	Write "C1"
Course 2	Write "C2"
Course 3	Write "C3"

	Target Heart Rate
If you are ____ years old, your target heart rate is ...	
11	146 to 178 beats per minute
12	146 to 177 beats per minute
13	145 to 176 beats per minute
14	144 to 175 beats per minute

Make-Ups	
Date	Time

After You Run



Take your pulse for 6 seconds.
Multiply the number times that your heart beats, by 10.
The product is your 1 minute heart rate.

6×10 is 60 seconds
 $10 \times$ number of beats in 6 seconds = 1 minute heart rate.

30 Minute Fitness Runs

Name: _____ Period: 1 2 3 4 5 6 Teacher: _____

Run #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Date	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
# of Laps																				
Self Evaluation																				
Effort																				
Stretching																				
Endurance																				
Attitude																				
Total Evaluation Points																				
Average Evaluation Points																				

FYI

For Your Information

- 1 lap = .44 miles
- 2 laps = .87 miles
- 3 laps = 1.33 miles
- 4 laps = 1.77 mile
- 5 laps = 2.22 miles
- 6 laps = 2.70 mile
- 7 laps = 3.10 miles
- 8 laps = 3.55 miles
- 9 laps = 3.99 miles
- 10 laps = 4.43 miles

Do The Math

- Each lap around the grass is 2340 feet.
- There are 5280 feet in a mile.
- The run lasts for about 30 minutes.
- Calculate your pace.



REMEMBER

Call your own number to your teacher only. Wait for your teacher to call your number back.
Go around all cones without touching or jumping them. Failure to do so will result in no credit for the run

Run Codes		Make-Up Runs	
NTA	No time absent	DATE	# of LAPS
NTN	No time note		
NTO	No time office		
NTL	No time late		
NT	No time		

Use the scale below to complete your self-evaluation of your fitness run

- 5- give yourself a 5 if you challenged yourself and did your best work
- 3- give yourself a 3 if you completed the activity but you could have worked harder
- 1- give yourself a 1 if you didn't really try

State Fitnessgram Fitness Testing

The Fitnessgram Test is a test that is mandated by the state. Students take this test in the 5th, 7th and 9th grades. The goal of this test is to provide students with an assessment of their overall fitness level. The Fitnessgram Test, tests five areas of fitness: endurance, flexibility, upper body strength, abdominal strength, and body mass index.

This test will be given at least two times per year. The test will be given once at the beginning of the year and once at the end. Students should work on achieving the healthy standard in all categories by the end of the year. The healthy standard for each student is determined by his or her age and gender. Some of this work will be done in class but some students may require additional time out of class to achieve their healthy standard.

<u>Area Tested:</u>	<u>Test(s) Given</u>
Endurance:	mile run
Flexibility:	shoulder stretch & trunk lift
Abdominal Strength:	curl-ups
Upper Body Strength:	push-ups
Body Mass Index:	a ratio of height to weight, also known as BMI

<u>BOYS</u>	Mile Run	Push-Ups	Shoulder Stretch Left	Shoulder Stretch Right	Curl-Ups	Trunk Lift	Body Mass Index
11 years	11:00 or faster	8-20	pass	pass	15 -75	9-12 in	16-21%
12 Years	10:30 or faster	10-20	pass	pass	18-75	9-12 in	16-22%
13 Years	10:00 or faster	12-25	pass	pass	21-75	9-12 in	17-23%
14 Years	9:00 or faster	14-30	pass	pass	24-75	9-12 in	18-25%
<u>GIRLS</u>	Mile Run	Push-Up	Shoulder Stretch Left	Shoulder Stretch Right	Curl-Ups	Trunk Lift	Body Mass Index
11 years	12:00 or faster	7-15	pass	pass	15-75	9-12 in	17-24%
12 years	12:00 or faster	7-15	pass	pass	18-75	9-12 in	17-25%
13 years	11:30 or faster	7-15	pass	pass	18-75	9-12 in	18-25%
14 Years	11:00 or faster	7-15	pass	pass	18-75	9-12 in	18-25%

Name: _____

Period: 1 2 3 4 5 6

Roll #: _____

Age on May 1st: _____

My State Fitnessgram Testing

Use the chart below to record and track your own results on the State Fitnessgram Test.

When you take the test at the beginning of the year, record your data in the "My Pre Scores Row". In The "Evaluation" row record a capital "H" if you fall into the healthy range in that area. Leave that box blank if you did not. Looking at your chart you can quickly tell which areas you are strongest in and which areas need improvement.

	Height	Weight	Mile	Push-Ups	Shoulder Stretch Left	Shoulder Stretch Right	Curl Ups	Trunk Lift	BMI
My Healthy Scores					pass	pass		9-12 in	
My Pre Scores			/						
Evaluation									
My Mid Scores	X	X	/						
Evaluation									
My Post Scores			/						
My Healthy Scores					pass	pass		9-12 in	
Evaluation									

Standard 3.1

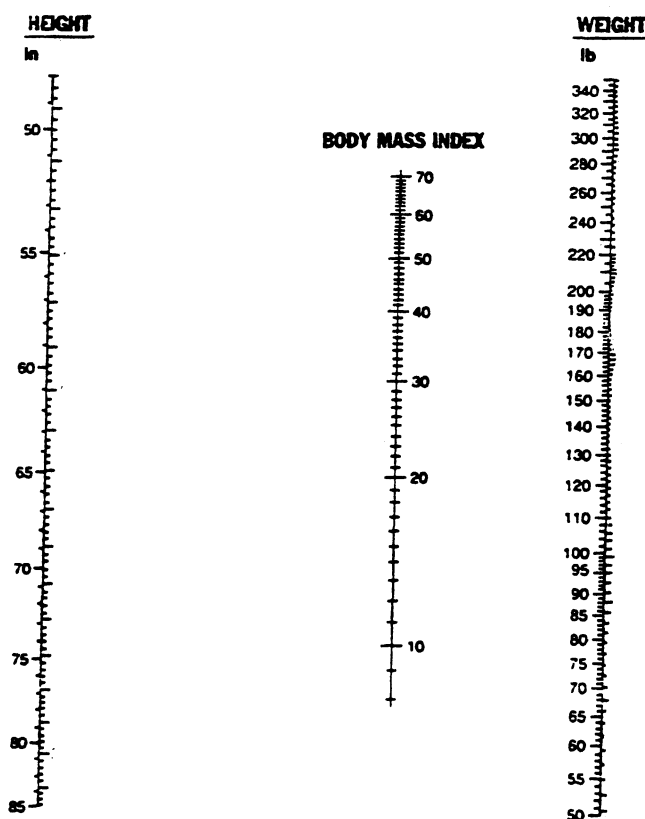
Body Composition and Flexibility

In this Self-Assessment you will perform two additional assessments from The Prudential FITNESSGRAM:[®] the body mass index and the back saver sit and reach. The body mass index is an indicator of your body composition. It is one of two methods for assessing body composition in The Prudential FITNESSGRAM.[®] You will do this assessment now so that you can complete your report, but you will also measure skinfolds when you study body fatness later. The back saver sit and reach measures flexibility of the lower back and the muscles on the back of the thigh (hamstrings). After you record your results on the record sheet, complete your record sheet.



Body Mass Index

- 1 Measure your height in inches without shoes.
- 2 Measure your weight without shoes. If you are wearing street clothes (as opposed to light-weight gym clothing), you can subtract 2 pounds from your weight.
- 3 Use the Body Mass Index Chart to determine your body mass index (BMI). Place a ruler so that it cuts across the left vertical line at the mark for your height and across the right vertical line at the mark for your weight. Your BMI is the number where the ruler intersects the middle line.
- 4 Consult the Rating Scale for Body Mass Index. Record the results on your record sheet.



Rating Chart: Body Mass Index

	13 years old		14 years old		15 years old		16 years old		17 years old		18 years old	
	males	females	males	females	males	females	males	females	males	females	males	females
High Performance	16.6-19.9	17.5-21.0	17.5-20.9	17.5-21.5	18.1-21.5	17.5-21.5	18.5-22.0	17.5-21.5	18.8-21.9	17.5-21.5	19.0-22.4	18.0-21.9
Good Fitness	20.0-23.0	21.1-24.5	21.0-24.5	21.6-25.0	21.6-25.0	21.6-25.0	22.1-26.5	21.6-25.0	22.0-27.0	22.6-26.0	22.5-27.5	22.0-27.3
Marginal Fitness	23.1-26.0	24.6-27.0	24.6-26.5	25.1-27.5	25.1-27.0	25.1-27.5	26.6-27.5	25.1-27.5	27.1-28.0	26.1-27.5	27.6-28.5	27.4-28.0
Low Fitness	26.1+	27+	26.6+	27.6+	27.1+	27.6+	27.6+	27.6+	28.1+	27.6+	28.6+	28.1+

The President's Challenge

Name: _____

Birthdate: _____ / _____ / _____

Age on March 1st: _____

Shirt Size

Earned: National / Presidential

Boys National	11	12	13	14
Shuttle Run	11.1	10.6	10.2	9.9
Sit-ups	37	40	42	45
Sit & Reach	25	26	26	28
Pull-ups	2	2	3	5
Push-ups	15	18	24	24
FAH (seconds)	11	12	14	20
Mile Run	9:20	8:40	8:06	7:44

Girls National	11	12	13	14
Shuttle Run	11.5	11.3	11.1	11.2
Sit-ups	32	35	37	37
Sit & Reach	29	30	31	33
Pull-ups	1	1	1	1
Push-ups	11	10	11	10
FAH (seconds)	7	7	8	9
Mile Run	11:17	11:05	10:23	10:06

Boys Presidential	11	12	13	14
Shuttle Run	10.0	9.8	9.5	9.1
Sit-ups	47	50	53	56
Sit & Reach	31	31	33	36
Pull-ups	6	7	7	10
Push-ups	27	31	39	40
FAH (seconds)				
Mile Run	7:32	7:11	6:50	6:26

Girls Presidential	11	12	13	14
Shuttle Run	10.5	10.4	10.2	10.1
Sit-ups	42	45	46	47
Sit & Reach	34	36	38	40
Pull-ups	3	2	2	2
Push-ups	19	20	21	20
FAH (seconds)				
Mile Run	9:02	8:23	8:13	7:59

	My Nat. Goal	My Pres. Goal	My Pre Score (Sept.)	My Post Score (Mar.)
Shuttle Run			N / P	N / P
Sit-ups			N / P	N / P
Sit & Reach			N / P	N / P
Pull-ups			N / P	N / P
Push- ups			N / P	N / P
FAH (seconds)			N	N
Mile Run			N / P	N / P

USE BEST

Name: _____
 Period: 1 2 3 4 5 6 (circle one)

PERSONAL FITNESS PLAN

Based on your Prudential Fitnessgram goals, create a two week (one week for 7th graders) fitness plan that will increase the ability to pass the test in the Healthy Fitness Zone. This plan should include proper warm-up and cool-down techniques and apply the FIT principle to each component of the Fitnessgram. The Surgeon General recommends 60 minutes of physical activity on most days of the week.

WEEK ONE

	SUN	MON	TUES	WEDS	THURS	FRI	SAT
<u>Warm-Up</u>							
<u>Aerobic Capacity:</u> mile run							
<u>Muscular Endurance:</u> curl-ups							
<u>Muscular Strength:</u> push-ups / pull-ups							
<u>Flexibility/Cool Down:</u> shoulder stretch / stretching							
List foods and activities you ate or did that helped you achieve a healthier body mass index?:							

WEEK TWO

	SUN	MON	TUES	WEDS	THURS	FRI	SAT
<u>Warm-Up</u>							
<u>Aerobic Capacity:</u> mile run							
<u>Muscular Endurance:</u> curl-ups							
<u>Muscular Strength:</u> push-ups / pull-ups							
<u>Flexibility/Cool Down:</u> shoulder stretch / stretching							
List foods and activities you ate or did that helped you achieve a healthier body mass index?:							

F.I.T. PRINCIPLE

Frequency:

The number of times you exercise in a week.

Children and teenagers should be physically active for 60 minutes every day, or most days.

Intensity:

Intensity is the level at which you exercise: low, moderate, high.

Taking your heart rate before and during exercise will help you determine at what level you are exercising. As your fitness level increases, you will have to work harder to achieve your target heart rate.

Aerobic: _____

Anaerobic: _____

Time:

Time is the amount of time you spend exercising.

(Recommendations = 60 min. per day). Your body does not start burning fat until you have exercised, aerobically, for at least 20 minutes.

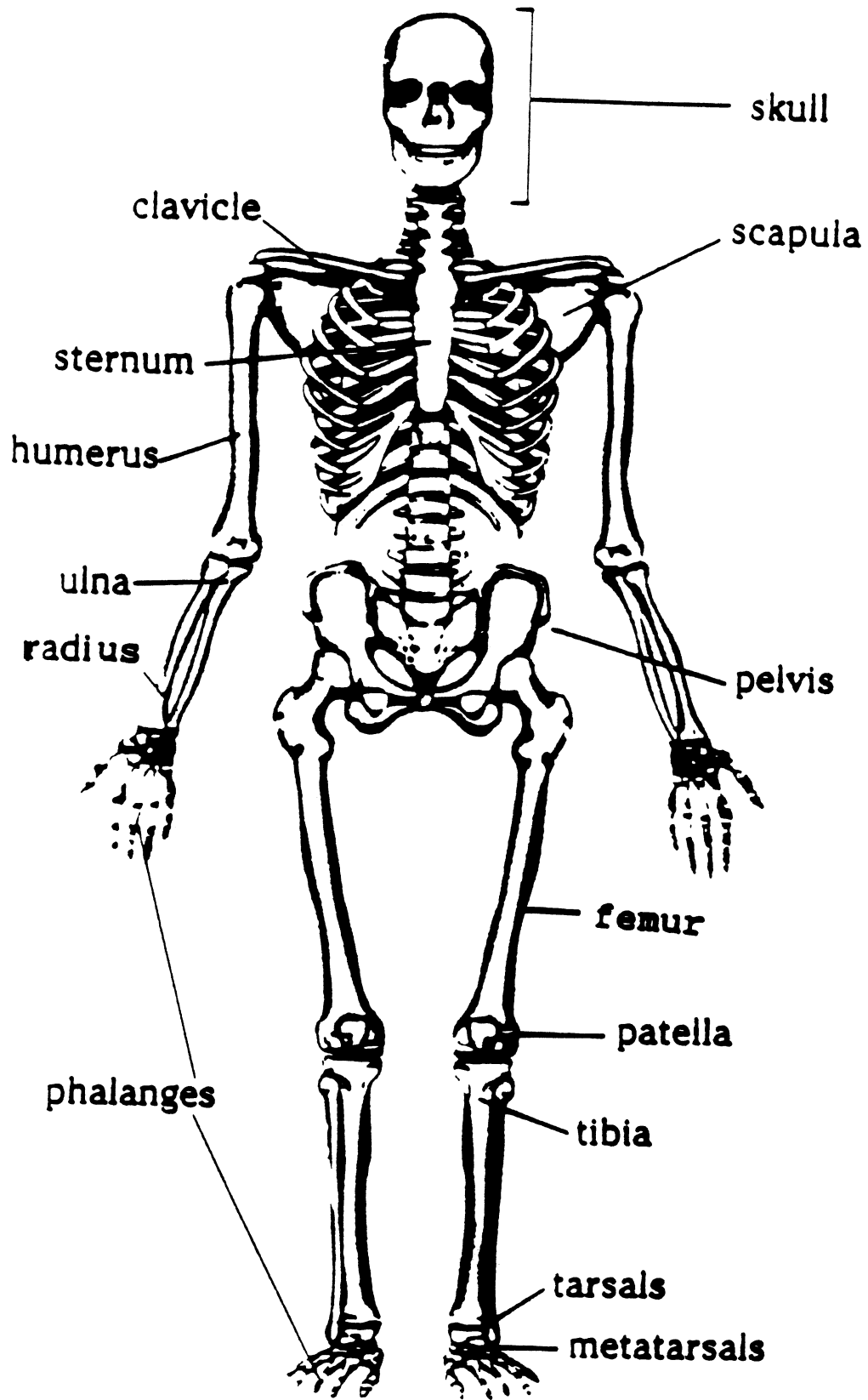
STEPS IN TREATING AN INJURY

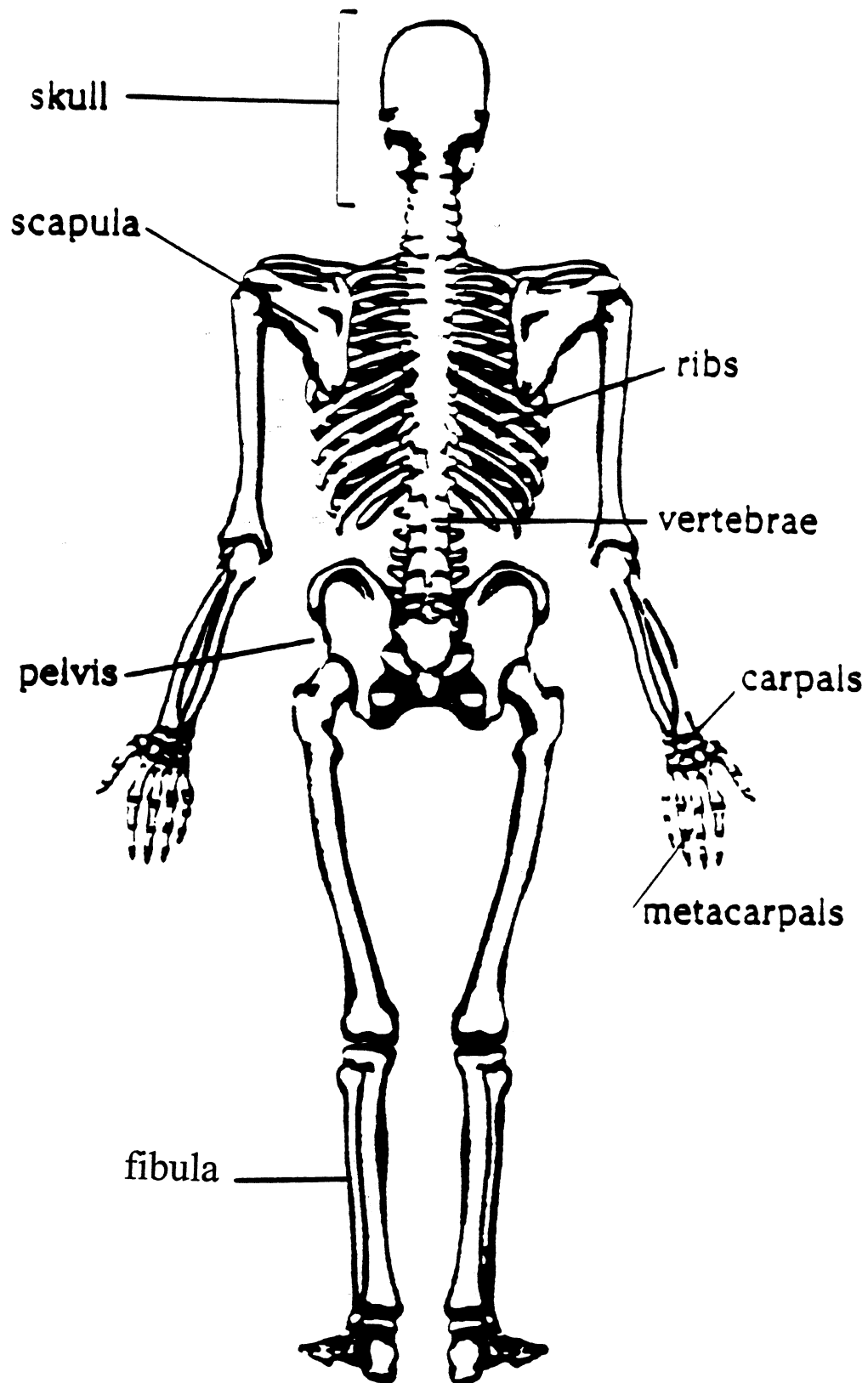
Rest: An injury needs time to heal.

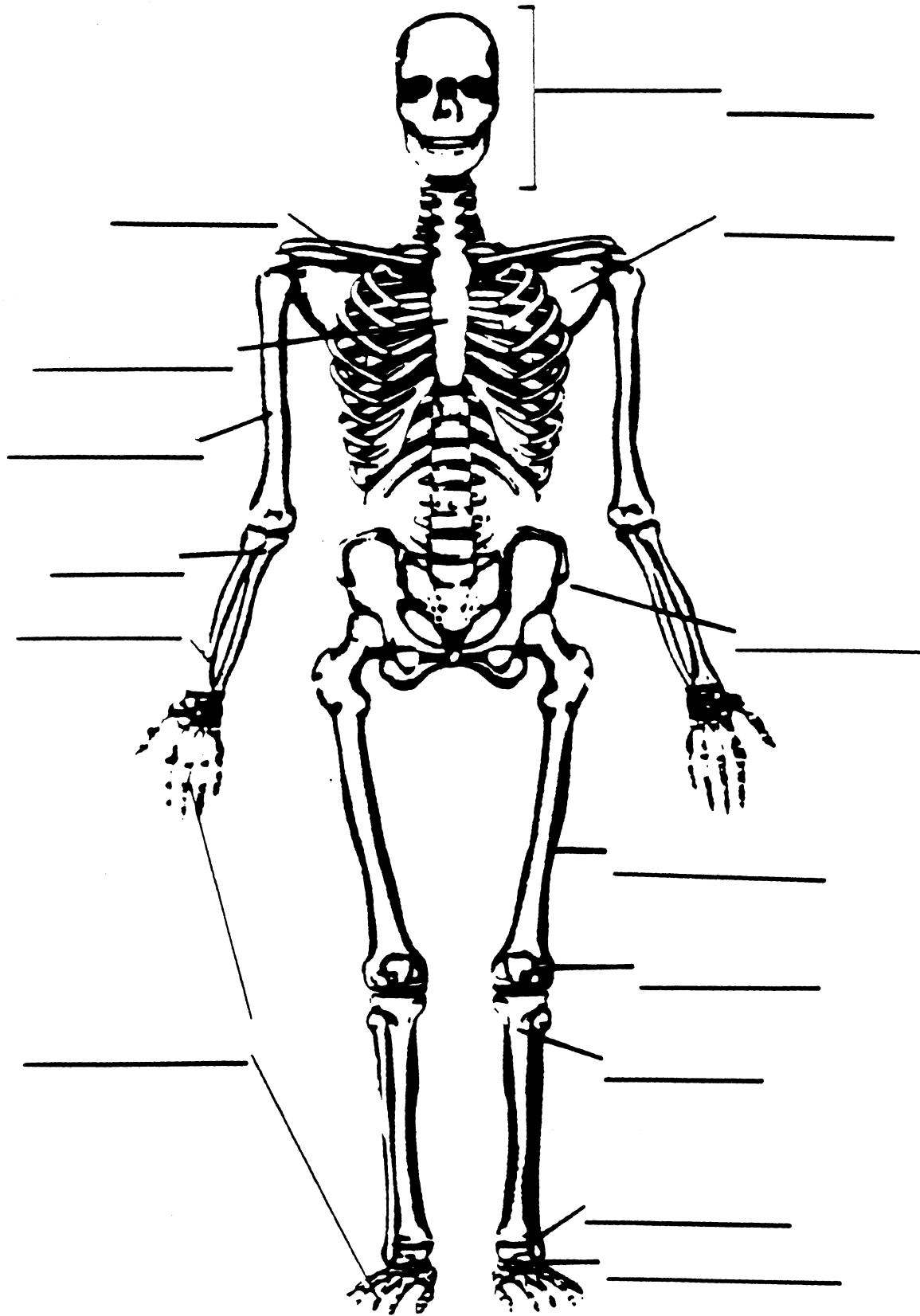
Ice: Ice the injury for 15 minutes. Ice will help reduce and stop the swelling.

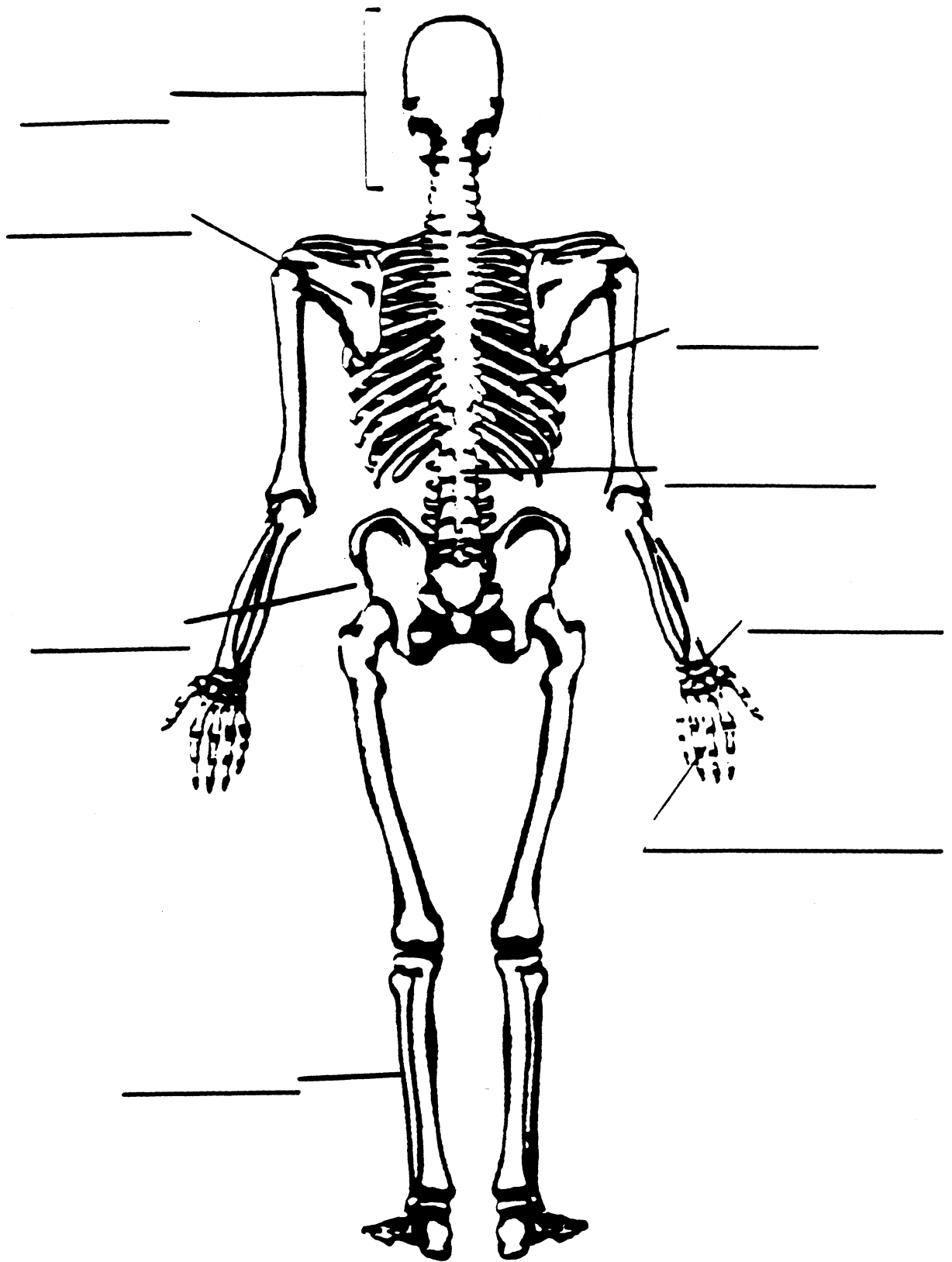
Compression: Wrap the injury with an ace.

Elevate: Raise the injured area so that it is above Your heart. This will prevent further injury.



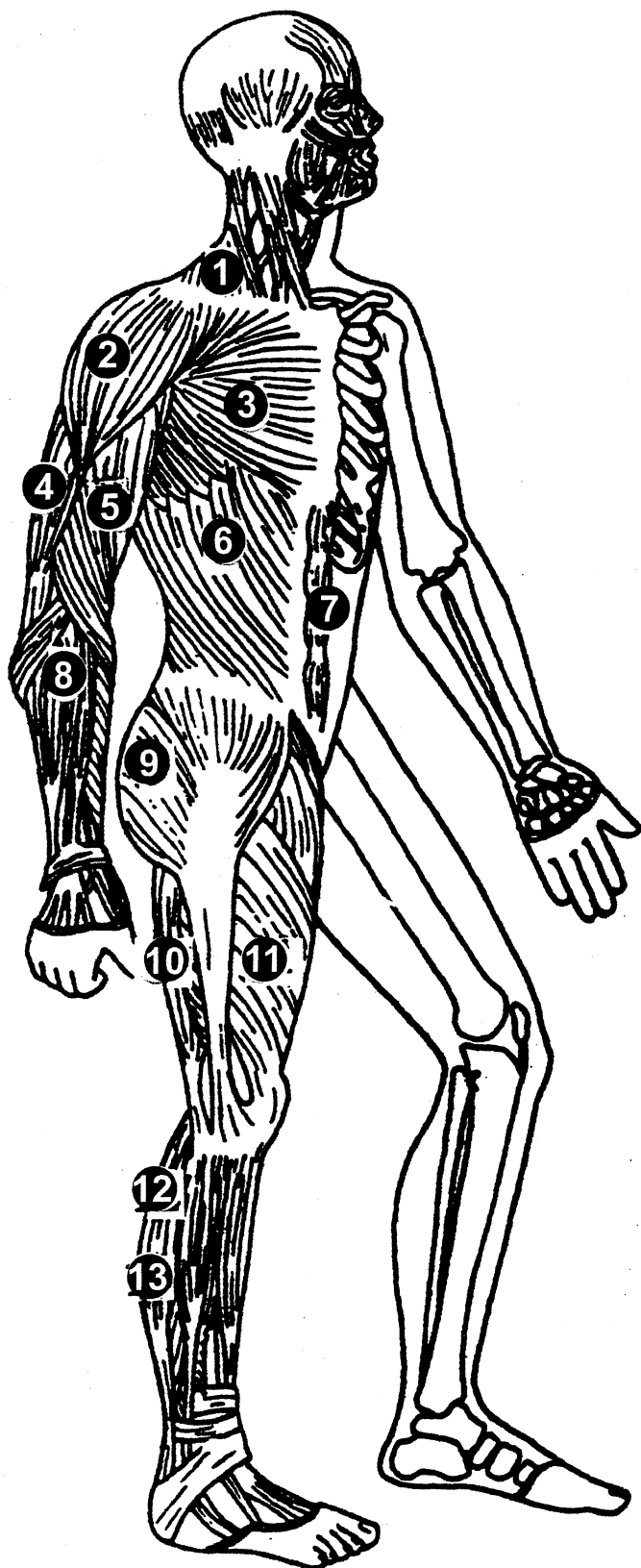






Name: _____

Period: 1 2 3 4 5 6

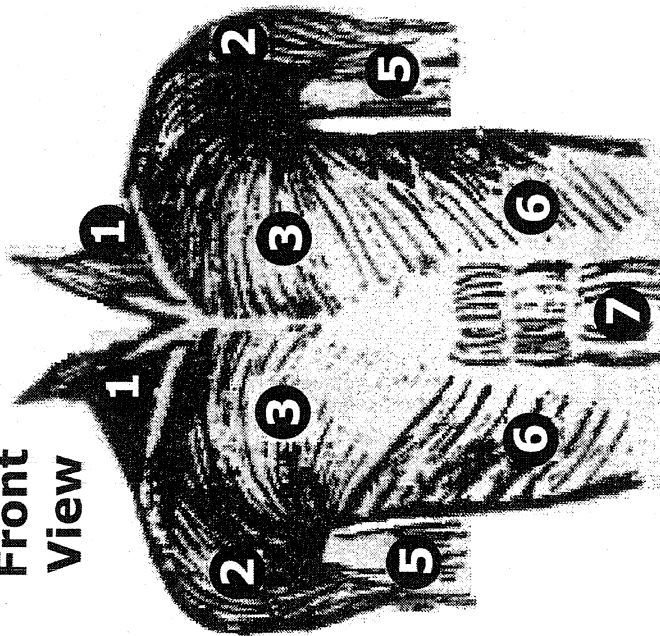


#	Muscle Name	Exercise	Color
1			Pink
2			orange
3			light blue
4			blue
5			light green
6			light brown
7			yellow
8			turquoise
9			purple
10			dark grey
11			red
12			brown
13			lavender
*14			green

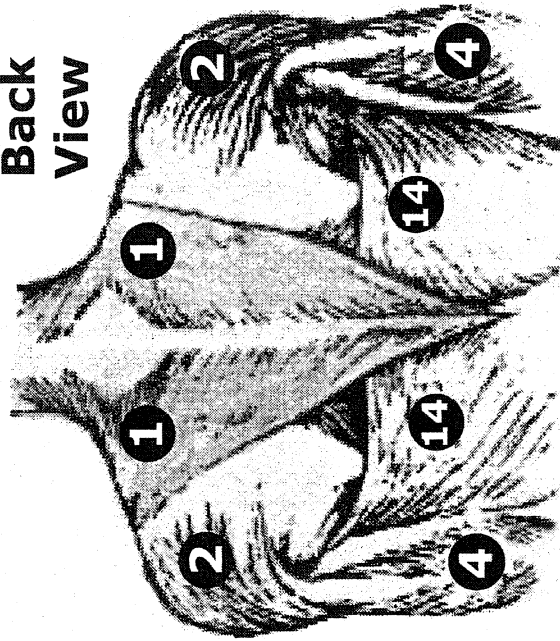
Directions: Neatly color each muscle the assigned color. Write the muscle name and a possible exercise used to increase that muscle's size and strength. Be sure to color the muscles on both sides of this paper (both sides of the body).

* #14 is not pictured on front view.
(see back view)

Front View



Back View



#	Muscle Name	Exercise	Color
1			Pink
2			orange
3			light blue
5			light green
6			light brown
7			yellow

#	Muscle Name	Exercise	Color
1			Pink
2			orange
4			blue
14			green

COURTESY

Definition: _____

SEE

HEAR

Name: _____

Date: _____

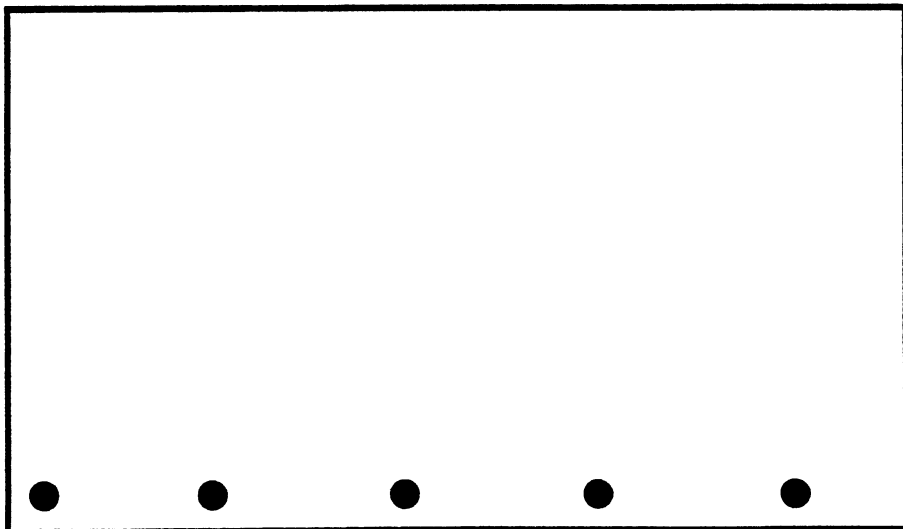
Teacher: _____

Period: _____

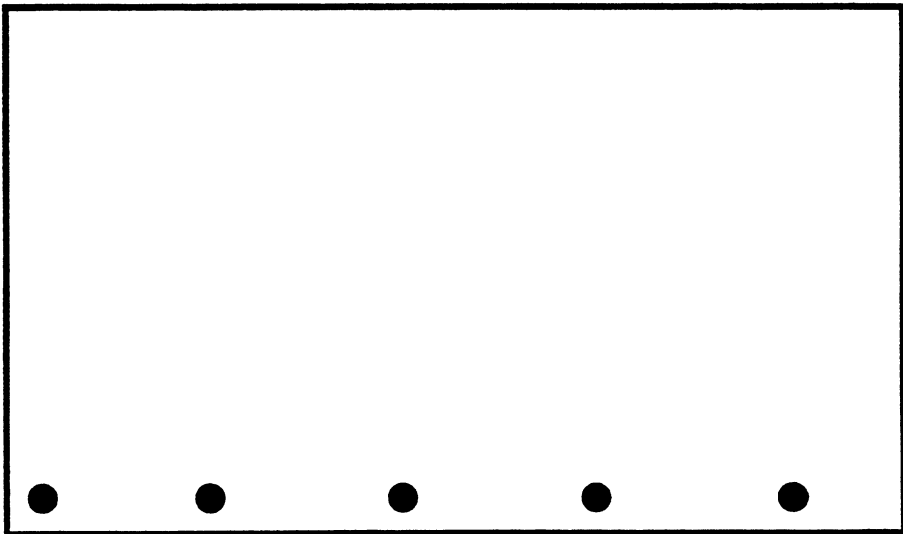
COURTESY (Definition)

Fill in the spaces below. Follow the directions above each box.

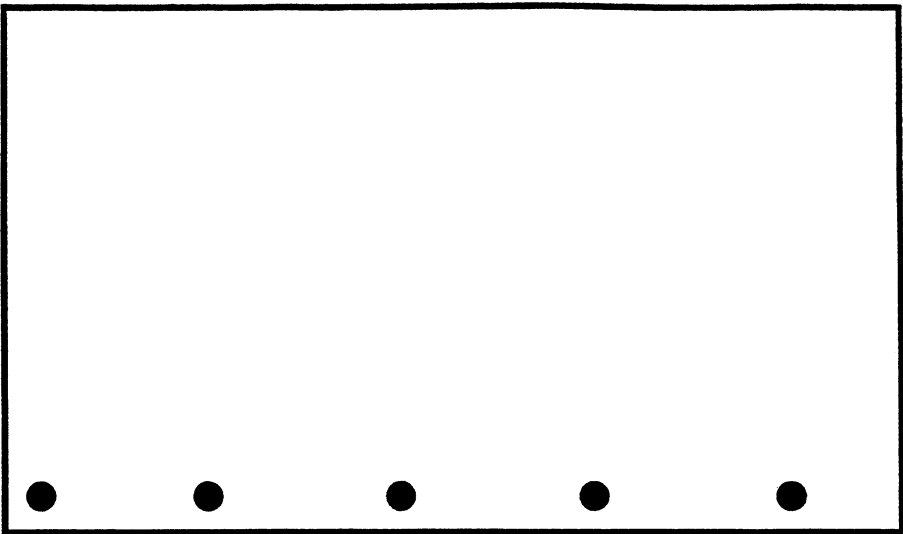
List 5 things, in the box below,
that would show **COURTEOUS**
behavior in PE



List 5 things, in the box below,
that would show **COURTEOUS**
behavior in other places on
campus



List 5 reasons that it is
important to be **COURTEOUS**



ACCEPTING PERSONAL DIFFERENCES

Definition: _____

SEE

HEAR

Name: _____

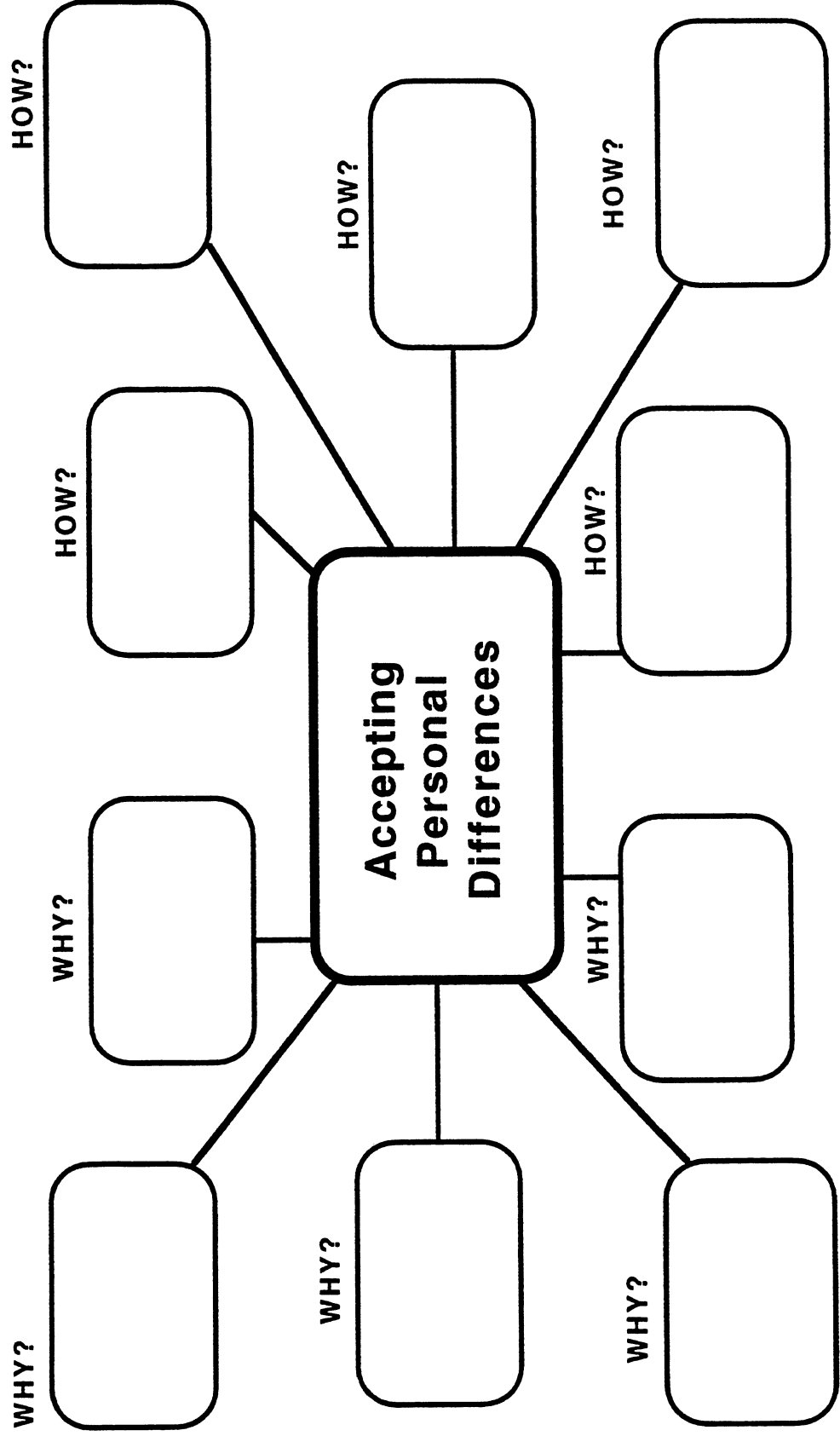
Date: _____

Teacher: _____

Period: _____

Accepting Personal Differences

In the web below give 5 reasons why we need to accept other's physical differences in Physical Education class. Give five examples of how we can accept other's physical, cultural or personal differences in Physical Education class.



ENCOURAGEMENT

Definition: _____

SEE	HEAR

ACTIVE LISTENING

Definition: _____

SEE

HEAR

CARING

Definition: _____

SEE	HEAR

RESPECT

Definition: _____

SEE

HEAR

TRUST

Definition: _____

SEE

HEAR

POSITIVE DISAGREEMENT

Definition: _____

SEE	HEAR

CHARACTER

DEFINITION: _____

Note your positive values:

1.

2.

3.

4.

5.

Who you are determines what you do.

List major principles that build ethical communities:

1.

2.

3.

4.

5.

How do you judge your worth?

By being cool?

By appearance?

By approval?

By my friends?

By affluence?

Following the group norm

How I look

How well I'm liked

Who I hang out with

What I own

OR

1. Am I a skilled listener

2. By being a person of integrity

3. By expressing empathy towards others

4. By showing fortitude through difficult changes in my life

5. By making responsible choices

Characteristics of a Good Leader

Things You See A Good Leader Do	Things You Hear A Good Leader Say
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

7th Grade Standard 5.5
8th Grade Standard 5.6

HITCH HIKER

1. Hitch hike 2R 2L
2. Wash windows 2R 2L
3. Roll 2R 2C 2L 2C
4. R HIP L HIP R SIDE L SIDE
5. Hitch hike 1R 1L
6. ¼ Turn R Clap

PATA PATA (SOUTH AFRICA)

1. R foot side
2. R foot next to L foot
3. L foot side
4. L foot next to R foot
5. Turn toes out (raise arms – elbows bent)
6. Turn heels out (lower arms)
7. Turn heels in (arms same as 5.)
8. Turn toes in (arms same as 6.)
9. Raise right knee in front of body
10. Touch R foot sideways R
11. Raise R knee
12. Step R foot next to L foot
13. Kick L foot in
- 14.-16. Step L R L foot turning L (body turns counter clockwise)

LOS MACHETES (dance from Mexico)

Historical Background: "Los Machetes" means large knives. This dance originated in the state of Jalisco, Mexico. Central America and parts of Mexico are largely covered with dense jungle and the workers, called macheteros, must clear the trails with machetes. At fiestas, the macheteros often perform this work dance.

Music: "Los Machetes" (FUN DANCES FOR EVERYONE) (Wagon Wheel Records)

Props for Playful Learning: Rhythm sticks (optional, but very fun. Children could just clap their hands)

Formation: Two lines of partners, facing forward

Directions: There are several versions of this dance, however, this is one of the most popular.

Part 1: Walking Side by Side

- Begin by walking forward for 16 counts tapping sticks to the beat
- Turn around and walk back 16 counts tapping sticks to the beat

Part 2: Facing Partner, Walking Backwards and Forwards

- Partners face one another and walk backwards (away from one another) for 4 counts. Tap sticks on 4th count
- Partners walk forward (towards one another) for 4 counts. Tap stick on 4th count

Repeat the backward and forward 4 count walks.

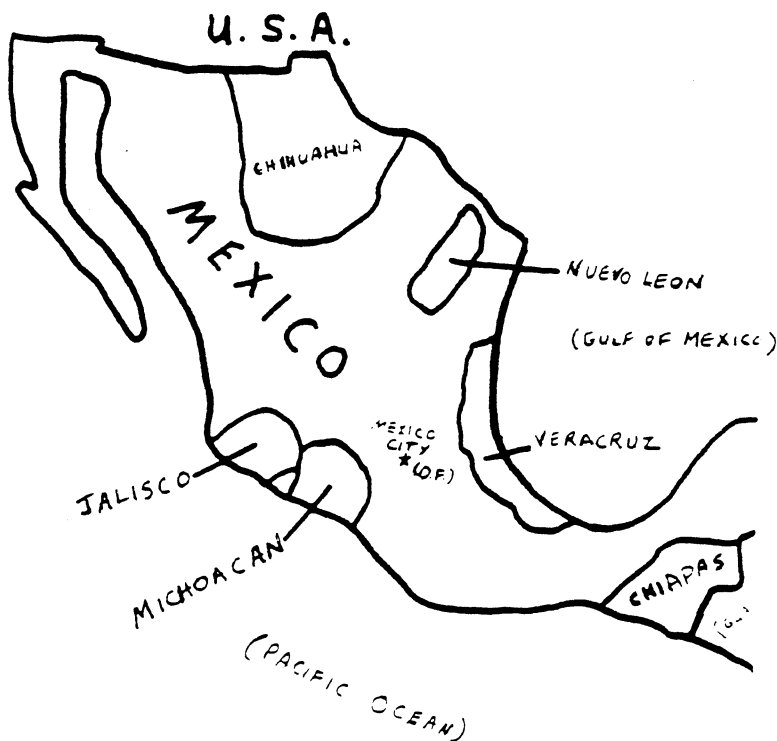
Part 3: Tapping Pattern

- Tap sticks together 1 time
- Tap sticks under right knee 1 time
- Tap sticks together 1 time
- Tap sticks under left knee 1 time
- Tap sticks together 1 time
- Tap sticks behind back 1 time
- Tap sticks together 3 times
- Repeat entire tapping pattern

Part 4: Right and Left Hand Stars

- Partners join right raised hands and walk around in a circle for 8 counts
- Reverse and join left raised hands and walk around in a circle for 8 counts

Repeat entire dance three more times, ending with the walking pattern and three quick taps



TARANTELLA



► Origin

Italy

► Location

Southern Europe: a boot-shaped peninsula extending into the Mediterranean Sea

► Language

Italian

► Flag

Three equal vertical stripes of green, white, and red

► Traditional Costume

Men wear close-fitting, knee-length pants with buttons near the bottom, white shirts with ties at the neck, long sashes wrapped around the waist, and short, decorative jackets. Women wear long-sleeved, below-the-knee dresses with patterned aprons tied at the waist.

► History of Dance

The tarantella is an animated dance dealing with the bite of the tarantula spider. It is very lively and fun with lots of pantomime. This version of the popular tarantella dance is based on Sicilian steps. The steps can be mixed and matched to form numerous combinations. A tambourine is optional (see the Resources section at the end of this guide).

► Difficulty Level

Moderate

► Stance

Upright

► Music Selection & Time Signature

Tarantella (6/8 time)

► Number of Participants

No limit

► Formation

Partners facing each other

Directions



Part 1: Face Front

a. Cross, Cross, Out, Out

(2 counts) Cross the right foot in front of the left, cross the left foot in front of the right.

(2 counts) Step the right foot out to the right side, step the left foot out to the left side.

(4 counts) Repeat the first 4 counts and make a circle with the tambourine clockwise across the body.

(8 counts) Repeat (a).

b. Tarantella Steps

(2 counts) Kick the right foot forward and low to the ground, step on the right foot (slightly crossing in front of the left foot), push against the floor with the ball of the left foot, and step with the right foot again in place, keeping hands on hips. The tarantella step can also be called a *modified triple* step, as a small kick is added, then three weight changes are taken within two beats of music.

(2 counts) Repeat starting with the left foot. Keep feet in a toe-to-heel position throughout.

(4 counts) Repeat both sides again while moving forward.

(8 counts) Do four tarantella steps traveling backward.

Part 2: Face Partner

(8 counts) Tambourine moves using a triangle: Tap the left shoulder with the tambourine, do the same on the left and right hips. Repeat the triangle hitting the left shoulder, left hip, and right hip. Then, tap your left hand with the tambourine twice.

(8 counts) The man and the woman do a right shoulder do-si-do (that is, two tarantella steps forward passing right shoulders, then two tarantella steps backward passing left shoulders) and return to place.

(8 counts) Tambourine moves using double rhythm: Tap left shoulder with tambourine, tap right hip. Repeat to tap left shoulder and right hip. Then, tap left hand with tambourine twice.

(8 counts) Repeat the do-si-do.



Part 3: Man Kneels; Woman Circles

(16 counts) Man: Step with the left foot, kneel on the right knee. Continue to tap the tambourine on the right hip and the left hand until counts 7 and 8 (hit the tambourine twice). Continue kneeling for eight more counts. Woman: Perform in-place eight tarantella steps with both hands on hips.

(16 counts) Man: Remain kneeling, shaking the raised tambourine and looking at the woman. Woman: While shaking the raised tambourine, do eight forward tarantella steps in a counterclockwise circle around the man.

Part 4: Star Formations

(16 counts) All four dancers join right hands in the center to form a star and do eight tarantella steps in a clockwise circle. On the last count, clap the tambourine.

(16 counts) Turning about to join left hands in the center, do eight tarantella steps in the opposite direction. On the last count, clap the tambourine.

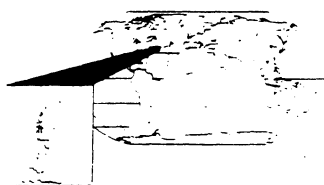
► Modifications

- Perform the dance without tambourines.
- Begin at a slow tempo and gradually increase speed.
- Learn the feet first, then the arms.
- Put the steps together in any combination—be creative!

► TRIVIA TIDBITS ◀

- Pinocchio is Italian for "pine eyes."
- From antiquity to modern times, Italy has played a central role in world culture. Italians have contributed some of the world's most admired sculpture, architecture, painting, literature, and music, particularly opera.

GATHERING PEASCODS



► Origin

England

► Location

Off the coast of western Europe, between the Atlantic Ocean and the North Sea

► Language

English

► Flag

Blue background, with the red cross of Saint George, edged in white, superimposed on the diagonal red cross of Saint Patrick, which is superimposed on the diagonal white cross of Saint Andrew. This design is also known as the Union Jack.

► Traditional Costume

(Late 16th century) The men wear peasant shirts, open vests, baggy pants or tights, tall socks, and shoes or boots. The women wear peasant blouses, long underskirts, overlays of skirts, maybe a ring of flowers in their hair or unique hats, and flat shoes or boots.

► History of Dance

This dance was probably danced in celebration of the harvest. The English people of the Elizabethan era had very strong beliefs: all the circle dances started to the left, the "way of the sun," so as not to upset the gods.

► Difficulty Level

Moderate

► Stance

Somewhat erect, dignified

► Music Selection & Time Signature

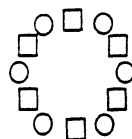
Gathering Peascods (4/4 time)

► Number of Participants

Four to eight couples in each circle

► Formation

Partners in a single circle, with the woman on the man's right



Directions



Verse 1: Sashay and Turn Single

- (8 counts) Holding hands and moving clockwise, perform eight sashays (slides) to the left side.
- (4 counts) Drop hands and turn single (individually turn by walking clockwise in a small circle).
- (8 counts) Holding hands and moving counterclockwise, perform eight sashays to the right side.
- (4 counts) Drop hands and turn single (individually turn by walking clockwise in a small circle).

Chorus: Alternating Inner Circles

- (12 counts) The men form an inner circle, sashay clockwise, and return to starting position while the women stay in place.



- (12 counts) The women form an inner circle, sashay clockwise, and return to starting position while the men stay in place.
- (4 counts) The men take four walks forward to the center and clap hands on count 4.
- (4 counts) The men walk four steps back to place, as the women take four walks forward to the center and clap on count 4.
- (4 counts) The women take four walks back to place, as the men take four walks forward to the center and clap on count 4.
- (4 counts) The men turn single to return to place, while the women stand in place.
- (16 counts) Repeat the chorus, except that the women walk forward to the center first.

Verse 2: Siding and Turn Single

a. Siding Over and Back

- (4 counts) Walk forward with left shoulder toward partner and exchange places.
- (4 counts) Walk forward with right shoulder toward partner and exchange places.

b. Turn Single

- (4 counts) Turn single in place to the right.
- (8 counts) Repeat siding over and back with your partner.
- (4 counts) Repeat the turn single in place to the right.

Chorus: Alternating Inner Circles

- (56 counts) Repeat the chorus.

Verse 3: Arming and Turn Single

- (8 counts) Arm right as follows: Hook right elbows and walk around your partner.
- (4 counts) Turn single in place to the right.
- (8 counts) Arm left as follows: Hook left elbows and walk around your partner.
- (4 counts) Turn single in place to the right.

Chorus: Alternating Inner Circles

- (56 counts) Repeat chorus.

End with men bowing and women doing a curtsy to their partners.

► Modifications

- Use colors to distinguish between the inner and the outer circles: for example, add scarves, vests, or name tags in order to avoid confusion whenever there is an imbalance of males and females.
- Practice the first verse with the chorus until comfortable, then add the second verse, and so forth.

► TRIVIA TIDBITS ◀

- In England, the Speaker of the House is not allowed to speak.
- England is one of the few countries that still has a King or Queen as the chief figurehead.

Track and Field Notes

Citius, Altius, Fortius

Swifter, Higher, Stronger

I. Early History

- A. Ancient Greece _____
- B. Wars _____
- C. Prize to winner _____
- D. Important Dates
 - 776 B.C. _____
 - 100 B.C. _____
 - 393 A.D. _____

II. Modern Games- (Prize to the winner _____)

- A. 1896 _____
- B. 1900 _____
- C. 1924 _____
- D. 1916, 1940, 1944 _____

III. Track Events (measured in meters...one meter is equal to _____ inches)

A. Sprints - require starting blocks

- 1. 50m _____ of a lap (CHJH event)
- 2. 100m _____ of a lap
- 3. 200m _____ of a lap (staggered start)
- 4. 400m _____ of a lap (staggered start)

B. Middle Distance - curved start

- 1. 800m _____ laps

C. Distance

- 1. 1500m almost _____ laps
- 2. 1600m _____ laps (CHJH event)
- 3. 3000m _____ Laps
- 4. Pentathlon (for men) _____ events in 1 day
- 5. Heptathlon (for women) _____ events in 2 days
- 6. Decathlon (for men) _____ events in 2 days

D. Hurdles (10 hurdles in each event)

- 1. 110m
- 2. 300m
- 3. 400m

E. Relays - the first number is the _____ of runners and
The second number is the _____ of the run.

1. 4 x 100m

2. 4 x 400m

The two types of passes are _____ and
_____.

The _____ is passed between team mates during
a relay.

F. Steeple Chase _____

G. Marathon = 26.2 miles, originated in _____.

IV. Field Events

A. Shot put - Jr. high weight = _____

Men's High School Weight = _____

Women's High School Weight = _____

B. Discus -

Jr. High Weight = _____ kgs. or _____ lbs.

C. Javelin

D. Pole vault

Female athlete participation

E. Long Jump

F. Triple Jump

G. High Jump

H. Hammer

V. Our Meet

1. Make only positive comments.

2. Choose two individual events.

3. You may participate in a relay, in addition to your two
events.

4. Go to an event and stay there (for safety purposes).

5. It is your responsibility to report to events.

6. If you miss an event due to absence, let your teacher
know so that he/she can reschedule.

CHJH Track & Field School Records

<u>EVENT</u>	<u>NAME(s)</u>	<u>TIME/DIST</u>	<u>DATE</u>
GIRLS 50 m	Alana Bowles	7.07	2024
GIRLS 100 m	Alana Bowles	12.88	2024
GIRLS 200 m	Kayla Mc Bride	27.49	2019
GIRLS 400 m	Grace Smith	59.98	2024
GIRLS 800 m	Grace Smith	2:25.72	2024
GIRLS 1600 m	Grace Smith	5:19.33	2023
GIRLS Long Jump	Makena Brocki	14' 2"	2015
GIRLS Shot Put	Summer McNeal	32' 1"	2017
GIRLS Discus	Honestee Bellamy	84' 2"	2016
GIRLS 4x100	Alexis De Renzis, Milla Bumpus Peyton Yang, Sandra Akubugali (8th grade)	58.72	2024
GIRLS 4x400	Lauren Villegas, Ashley Medock, Adrianna Kera, Kylie Wilbanks (7th grade)	4:49.84	2019

BOYS 50 m	Tobias Kuk	6.20	2022
BOYS 100 m	Omari Sullivan	12.19	2023
BOYS 200 m	Omari Sullivan	25.59	2023
BOYS 400 m	Max Sumner	58.49	2023
BOYS 800 m	Bryson Caganap	2:15.62	2024
BOYS 1600 m	Bryson Caganap	4:56.68	2024
BOYS Long Jump	Trevor Hunter	18' 2"	2002
BOYS Shot Put	Joshua Komrosky	47' 0"	2023
BOYS Discus	Michael Stine III	136' 8"	2016
BOYS 4x100	Daniel Choi, Braylon Freeman, Chris Duenas, Adrian Cotero (8th Grade)	51.46	2024
BOYS 4x400	Isaiah Baca, Tyler Kirshman, Jordan Berkley, Daniel Duenas (8th Grade)	4:08.98	2019

COED 4x100	Connor Fallon, Jocelyn Ramos Banuelos, Alana Bowles, Yehyeon Lim (8th Grade)	54.18	2024
COED 4x400	Taylor Tokeshi, Jillian Gomez Liam Huver, Jack Paz (8th Grade)	4:27.03	2024

GIRLS X-Country (C3)	Grace Smith	9:43.78	2023
BOYS X-Country (C3)	Bryson Caganap	8:59.57	2023

MY SCORES:

50m	100m	200m	400m	800m	1600m	Shot Put	Discus	Long Jump

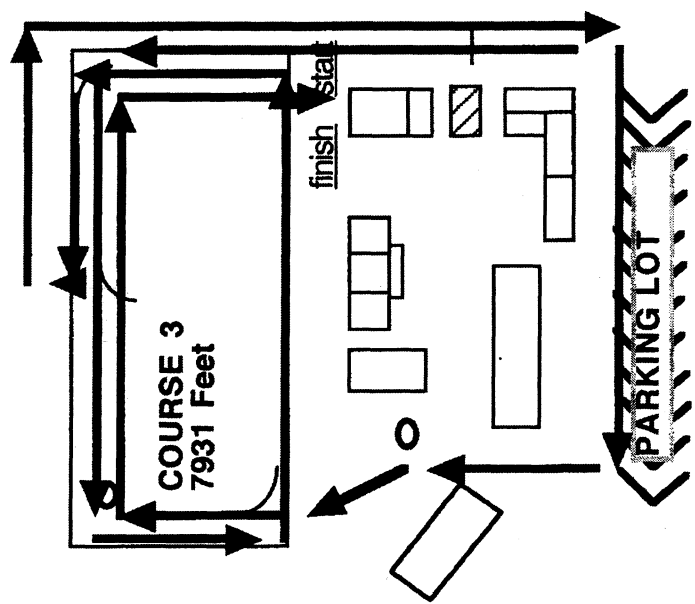
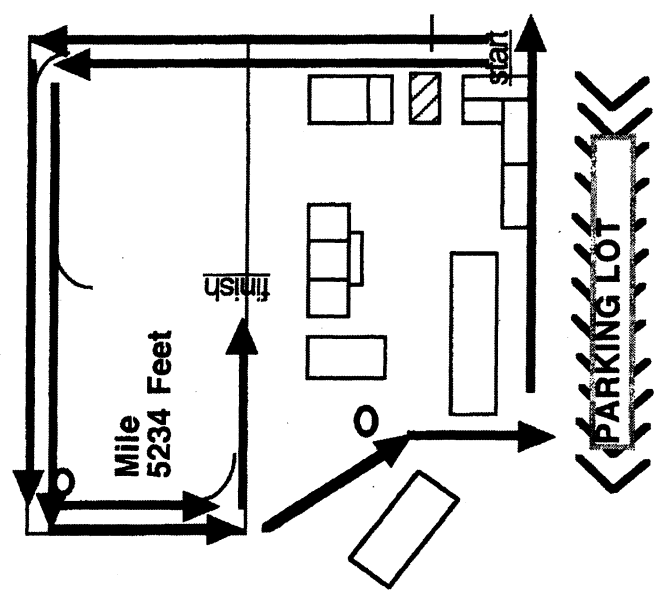
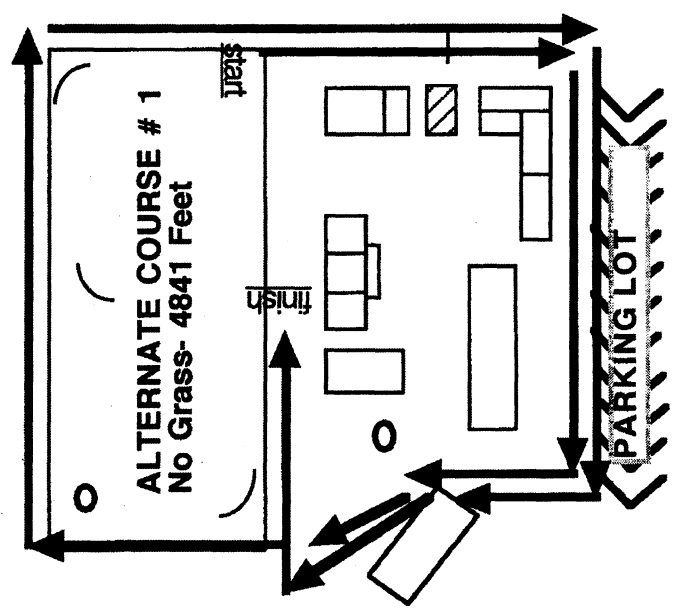
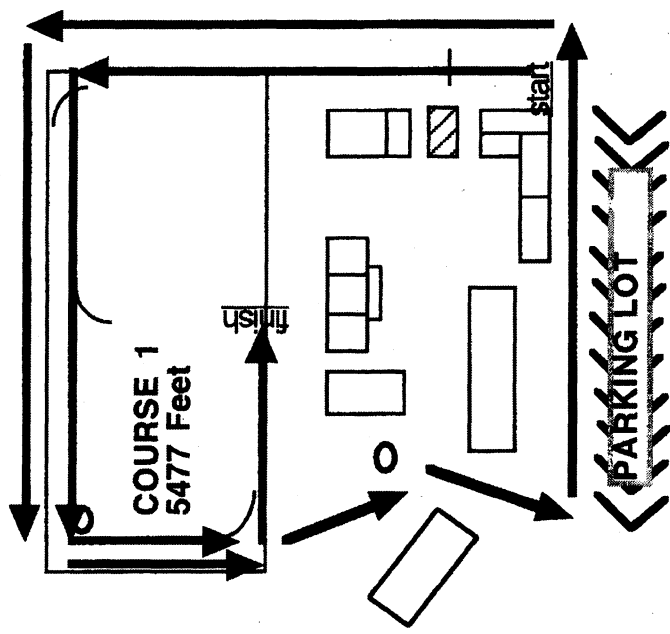
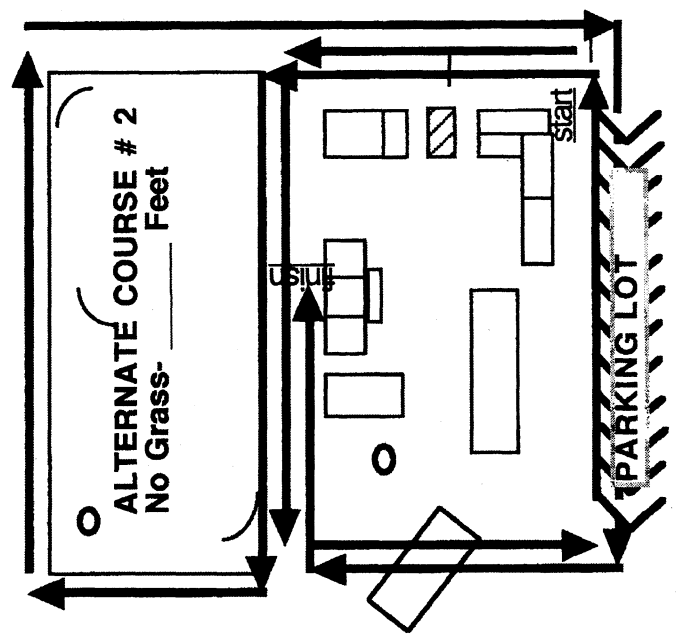
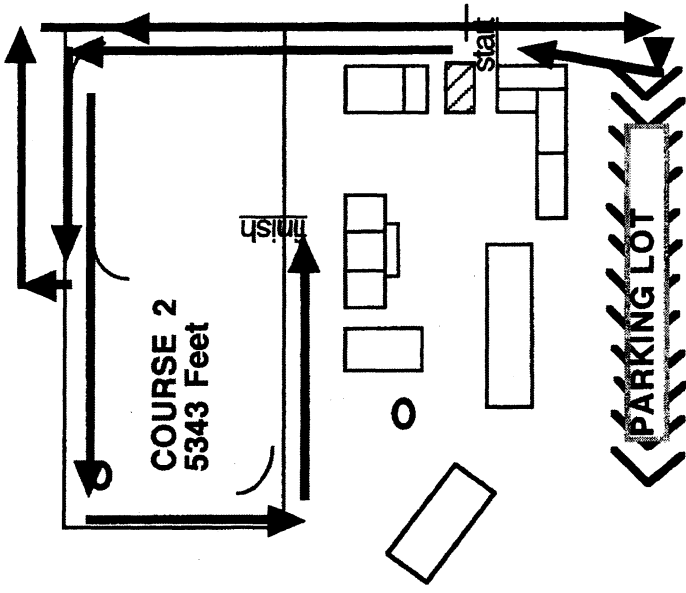
CHJH PE DEPARTMENT FITNESS RUN RUBRIC

(rev. 2016-2017)

Mile Run (Beginning)		Mile Run (End)	
Under 6:45		Under 6:45	
6:45 - 9:30	10	6:45 - 8:30	10
9:31 - 11:00	9	8:31 - 9:30	9
11:01 - 13:30	8	9:31 - 10:30	8
13:31 - 15:30	7	10:31 - 11:30	7
15:31 - 16:30	6	11:31 - 14:00	6
16:31 - 18:00	5	14:01 - 15:30	5
18:01 & Over	0	15:31 & Over	0
	No Credit		No Credit

X-Country Run (Course 1)		X-Country Run (Course 2)		X-Country Run (Course 3)	
Under 6:45		Under 6:45		Under 9:00	
6:45 - 10:30	10	6:45 - 10:30	10	9:00 - 13:00	10
10:31 - 12:30	9	10:31 - 12:30	9	13:01 - 15:00	9
12:31 - 14:30	8	12:31 - 14:30	8	15:01 - 17:00	8
14:31 - 16:30	7	14:31 - 16:30	7	17:01 - 19:00	7
16:31 - 18:00	6	16:31 - 18:00	6	19:01 - 23:00	6
18:01 - 20:00	5	18:01 - 20:00	5	23:01 - 26:00	5
20:01 & Over	0	20:01 & Over	0	26:01 & Over	0
	No Credit		No Credit		No Credit

30 Min. Run (Trimester 1)		30 Min. Run (Trimester 2)		30 Min. Run (Trimester 3)	
8 or More Laps		8 or More Laps		8 or More Laps	
7 Laps	10	7 Laps	10	7 Laps	10
6 Laps	9	6 Laps	8	6 Laps	8
5 Laps	8	5 Laps	7	5 Laps	7
4 Laps	7	4 Laps	6	4 Laps	6
3 or Less Laps	0	3 or Less Laps	0	3 or Less Laps	0
	F		F		F



CVUSD Junior High Physical Education Academic Word List

1. **Aerobic** - In aerobic, or "with oxygen" exercise, your muscles have enough oxygen to produce the energy needed to perform. (Exercises like walking, bike riding, or running. It's a level of activity that you can maintain for an extended period of time.)
2. **Aerobic Capacity** - the maximum ability of an individual's body to transport and utilize oxygen to muscles during exercise.
3. **Anaerobic** - Anaerobic "without oxygen" exercise means oxygen demand is greater than oxygen supply and you can't keep up with the energy your body is demanding. This leads to fatigue. (Anaerobic exercise, like sprinting or weightlifting, is short, intense activity that has you working to the max, and it can't be sustained for long.)
4. **Body Composition** - percentage of fat, bone, muscle and other tissues that make the human body (excessive amounts of fat can be dangerous to your health).
5. **Cardiovascular Exercise ("Cardio")** - is exercise performed for extended periods of time to strengthen the heart and increase aerobic capacity.
6. **Character** - an individual's moral qualities (how people would describe you, EX: integrity, fairness, respect, responsibility, trustworthiness, courage, caring, honesty).
7. **Cool-down** - the gradual transition from an exercising to a near resting state. (EX: slow jog, walk, and/or stretching following high intensity exercise).
8. **Core (trunk)** - the muscles of the body excluding the head, arms and legs (the major muscles of the core are the abdomen and mid/lower back).
9. **Endurance** - ability to exercise for relatively long periods of time without resting (exercising everyday helps to increase or improve your endurance).
10. **Family History** - the past health, diseases and conditions present in your relatives, knowing this impacts the health decisions you make (exercise & diet).
11. **Fitness** - physically ready to handle whatever comes your way from day to day (is achieved by living a healthy lifestyle with daily exercise and a healthy diet).
12. **FITT Principle** - the concept that one must consider the Frequency, Intensity, Time and Type of exercise when striving for improvement in fitness.
13. **Flexibility** - a component of health-related fitness that describes the range of motion at a joint (flexibility can reduce your risk of injury during activity).
14. **Health** - a combination of physical, mental and social well-being. All three are equally important and should be balanced.
15. **Heart Disease** - a disorder that results when there is inadequate circulation of blood to parts of the heart (causes= no exercise, poor nutrition & family history).
16. **Muscular Endurance** - the ability to contract a muscle many times without tiring, or the ability to hold one contraction for an extended period of time.
17. **Muscular Strength** - the ability of a muscle to exert force against a resistance one time (EX: A boxer's knock-out punch is muscular strength, but his ability to keep punching hard through 12 rounds is muscular endurance).
18. **Nutrition** - the study of how nutrients from food (your diet) affect your health (a diet high in saturated fat and LDL cholesterol can be very dangerous). Our bodies need essential nutrients and calories in the form of fats, carbohydrates, proteins, amino acids, minerals, and vitamins.
19. **Pace** - a consistent rate/speed of movement (EX: jogging the mile at steady speed without stopping) It can be helpful in achieving or maintaining fitness when exercising for extended periods of non-stop exercise.
20. **Personal Fitness Plan** - an individualized plan that works towards the goal of attaining physical fitness and wellness (keeps you motivated and focused on goals).
21. **Prevention** - making good decisions which promote health and wellness, which reduce your risk for development of diseases such as Type II Diabetes, heart disease, cancer, etc. (eating a healthy diet combined with regular daily exercise).
22. **Resistance Training** - a form of strength training in which each exercise/repetition is performed against an opposing force (EX: weight lifting, push-ups, etc.).
23. **Risk Factors** - something that contributes to illness (a person's habits, genetic makeup, or personal history that increases the probability of disease or harm to one's health. (EX: a high fat diet, smoking, excessive alcohol, sedentary lifestyle, being overweight).
24. **Sedentary Lifestyle** - living one's life by remaining inactive without regular daily exercise (EX: excessive TV watching, playing video games, surfing the internet).
25. **Stress** - the body's response to changes around it. Excessive stress can have a negative impact on your health. (Daily exercise can help reduce stress levels).
26. **Target Heart Rate Zone** - a range for the number of beats your heart should pump per minute during exercise to achieve cardiovascular fitness (EX: 153-181 beats per minute (BPM)).

WORD #’s	SCORE/POINTS	1 – WORD (SAMPLE)	2 –	3 –	4 –
		DRAWING - Must use @ least 4 colors if hand drawn.			
		DEFINITION - Copy the definition from the academic word list.			
		SENTENCE (Cause & Effect) - 2 Part Sentence - Use words like: beneficial, helpful, or important. - Underline vocabulary word within the sentence.			

Notes / Reminders

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