

MIDDLEBOROUGH PUBLIC SCHOOLS

[Running]

[Fitness/ Grades 6-8]

This unit is designed to help students identify a healthy and beneficial level of exercising using the Rate of Percieved Exertion Scale (RPE Scale) Also, the children will practice taking their pulse and using it to calculate their heart rate to see if they are in their target heart rate zone. Students will also work towards having a better understanding of why it is important to warm-up and cool-down before and after workouts. Finally, the unit will allow students the opportunities to improve their running form, endurance and participate on class runs on pavement, grass, and trails.

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Unit Plan

Stage 1 Desired Results		
ESTABLISHED GOALS G MA Standards: 2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others. 2.11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness. 2.12 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension. 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness. 2.15 Demonstrate strategies for inclusion of all students in physical activity settings relating to strength and speed.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i>	
	<ul style="list-style-type: none"> ● To use their knowledge of the RPE scale, running form, and paces to maximize their cardiovascular exercises outside of school 	
	<i>Meaning</i>	
	U	Q
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> ● How to find their pulse and use it to calculate their heart rate ● Can verbally explain what their target heart rate zone is. ● Understands the levels on the RPE scale and how to use it to identify their workout level ● Can explain the health benefits of cardiovascular exercise ● Is able to verbally explain why it is important to include a warm-up and cool-down in every workout ● Understands the importance of exercising at the proper level of work to maximize both health benefits and safety ● Can describe proper running form 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● Why is it important to participate in aerobic and anaerobic exercises? ● Why is it important to monitor your heart rate during exercise?
<i>Acquisition</i>		

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	<ul style="list-style-type: none"> • Can name and identify the differences between each running pace: walking, jogging, running, and sprinting 	
	<p><i>Students will know...</i> K</p> <ul style="list-style-type: none"> • Running terminology • The 4 paces: walking, jogging, running, sprinting • Proper running form • Personal target heart rate zone • How to find their pulse • That you get the most benefits of exercise by training in your target heart rate zone • The health benefits of cardiovascular endurance 	<p><i>Students will be skilled at...</i> S</p> <ul style="list-style-type: none"> • Finding their pulse • Be able to create safe and balanced cardiovascular workouts • Be able to properly pace themselves on a run • Monitor their heart rate to make sure they are in their target heart rate zone • Are able to properly identify which level on the RPE scale they are working at • Be able to run with proper running form

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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> ● Runs with proper running form ● Can explain the differences between walking, jogging, running, and sprinting ● Is able to calculate personal target heart rate zone ● Can properly identify each level on the RPE scale ● Is able to exercise at a safe and beneficial exercise level ● Can participate in complete cardiovascular workouts 	<p>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT</p> <ul style="list-style-type: none"> ● The ability to plan and participate in cardiovascular workouts outside of school which include a warm-up and cool-down as well as maintain as safe exercise level to maximize health benefits.
	<p>OTHER EVIDENCE: OE</p> <ul style="list-style-type: none"> ● Verbal questions throughout lessons related to both the essential questions, running form, and health benefits/information ● Unit Rubric ● Unit Quiz ● Teacher Observation of student understanding, performance, and behavior

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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Learning Events:

- Class discussion on running, cardiovascular health benefits, and parts of a workout
- Class discussion on why it is important to know what workload you should exercise at (in terms of RPE Scale and THR Zone)
- Warm-Up: Dynamic Stretching
 - Knee Pulls, Elephant Trunks, Tip Toe Walk, Open Gate/Close Gate, Frankensteins, Butt Kicks, Skips, Cariocas
- Students will participate in different paced activities to compare their heart rates and level of exertion after each pace:
 - Students will walk one lap around the softball field.
 - Students will Jog one lap around the softball field.
 - Students will run one lap around the softball field.
 - Students will spring for 30 seconds, or as long as they can.
- Cool-Down: Walking with hands on their heads and Static Stretching
- Class discussion on the 4 kinds of paces and what they notice about their heart rates work workload.
- As a class students will jog/walk around the school grounds including the sidewalks and fields. At various points they will have to stop and take their heart rates and to report what level they believe they are working at.
- Class discussion on what they liked or disliked about running on the pavement
- As a class students will utilize the trails around the school to complete a class walk/jog. At various points they will have to stop and take their heart rates and report at which level they believe they are working at.
- Class discussion on what they liked or disliked about running on the grass and trails. Also, compare cross country running to road running
- As a class we will go for about a mile and a half jog/walk on the streets just off of the school grounds. At various points they will have to stop and take their heart rates and be asked to check in with which level they are at.
- As a class we will go for about a mile and a half jog/walk throug the trails around the school. At various points they will have to stop and take their heart rates and to report what level they are at.
- The class will discuss what they liked or disliked about the trail running.
- Race Day: The class will participate in a Fun Run which will incorporate the school grounds and trails.

Teaching:

- **Class discussion on running exercises and health benefits**
- **Class discussion on target heart rate and rate of percieved exertion scale**
- **Skill specific corrective feedback**
- **Teacher lead running exercises**

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Lesson #1: Introduction to Running and Pacing

Brief Overview of Lesson (what this lesson is about): Review benefits of cardiovascular endurance, go over target heart rate/ rate of perceived exertion, and pacing

Prior Knowledge Required: None

Estimated Time (minutes): 45 minutes

Resources for Lesson (list resources and materials): Fitness and Health by Brian J. Sharkey, PhD and Steven E. Gaskill, PhD

By the end of this lesson students will know and be able to (write out clear and concise objectives for this lesson):

- Finding their pulse
- Be able to create safe and balanced cardiovascular workouts
- Be able to properly pace themselves on a run
- Monitor their heart rate to make sure they are in their target heart rate zone
- Are able to properly identify which level on the RPE scale they are working at

Essential Question(s) addressed in this lesson:

- Why is it important to participate in aerobic and anaerobic exercises?
- Why is it important to monitor your heart rate during exercise?

Standard(s)/Unit Goal(s)/Practice(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):

MA Standards:

2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others.

2.11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness.

2.12 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension.

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2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness.

2.15 Demonstrate strategies for inclusion of all students in physical activity settings relating to strength and speed.

Unit Goals:

- **How to find their pulse and use it to calculate their heart rate**
- **Can verbally explain what their target heart rate zone is.**
- **Understands the levels on the RPE scale and how to use it to identify their workout level**
- **Can explain the health benefits of cardiovascular exercise**
- **Is able to verbally explain why it is important to include a warm-up and cool-down in every workout**
- **Understands the importance of exercising at the proper level of work to maximize both health benefits and safety**
- **Can name and identify the differences between each running pace: walking, jogging, running, and sprinting**

Instructional Tips/ Strategies/Notes for Teacher:

- Ask students what they know about cardiovascular endurance/running
- Introduce heart rate and rate of perceived exertion and the importance of monitoring it
- **Anticipated Student Preconceptions/Misconceptions (please specify whether they are preconceptions or misconceptions)**
 - Running isn't for everyone-misconception
 - You have to be skinny to run- misconception
 - Running is boring- misconception

Lesson Sequence

- Class discussion on running, cardiovascular health benefits, and parts of a workout
- Class discussion on why it is important to know what zone you should exercise in
- Go over 4 types of pacing: Walk, jog, run, sprint
- Warm-Up: Dynamic Stretching
 - Knee Pulls, Elephant Trunks, Tip Toe Walk, Open Gate/Close Gate, Frankensteins, Butt Kicks, Skips, Cariocas
- Students will participate in different paced activities to compare their heart rates and level of exertion after each pace:
 - Students will walk one lap around the softball field.
 - Students will Jog one lap around the softball field.
 - Students will run one lap around the softball field.
 - Students will spring for 30 seconds, or as long as they can.
- Cool-Down: Walking with hands on their heads and Static Stretching

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- Class discussion on the 4 kinds of paces and what they notice about their heart rates and workloads

Formative assessment(s):

- Teacher checklist and observation of pacing, taking pulse, and identifying workload

Preview outcomes for the next lesson:

Running the Roads

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Lesson #2: Running the Streets

Brief Overview of Lesson (what this lesson is about): Experimenting with running on the roads

Estimated Time (minutes): 45 minutes

Resources for Lesson (list resources and materials): Fitness and Health by Brian J. Sharkey, PhD and Steven E. Gaskill, PhD

By the end of this lesson students will know and be able to (write out clear and concise objectives for this lesson):

- Finding their pulse
- Be able to create safe and balanced cardiovascular workouts
- Be able to properly pace themselves on a run
- Monitor their heart rate to make sure they are in their target heart rate zone
- Are able to properly identify which level on the RPE scale they are working at

Essential Question(s) addressed in this lesson:

- Why is it important to participate in aerobic and anaerobic exercises?
- Why is it important to monitor your heart rate during exercise?

Standard(s)/Unit Goal(s)/Practice(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):

MA Standards:

- 2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others.
- 2.11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness.
- 2.12 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension.
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness.

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2.15 Demonstrate strategies for inclusion of all students in physical activity settings relating to strength and speed.

Unit Goals:

- **How to find their pulse and use it to calculate their heart rate**
- **Can verbally explain what their target heart rate zone is.**
- **Understands the levels on the RPE scale and how to use it to identify their workout level**
- **Can explain the health benefits of cardiovascular exercise**
- **Is able to verbally explain why it is important to include a warm-up and cool-down in every workout**
- **Understands the importance of exercising at the proper level of work to maximize both health benefits and safety**
- **Can name and identify the differences between each running pace: walking, jogging, running, and sprinting**

Instructional Tips/ Strategies/Notes for Teacher:

- Review material from previous lesson(s)

Anticipated Student Preconceptions/Misconceptions (please specify whether they are preconceptions or misconceptions)

- Running isn't for everyone-misconception
- You have to be skinny to run- misconception
- Running is boring- misconception

Lesson Sequence

- Review Heart Rate, RPE, and Paces
- Warm-Up: Dynamic Stretching
 - Knee Pulls, Elephant Trunks, Tip Toe Walk, Open Gate/Close Gate, Frankensteins, Butt Kicks, Skips, Cariocas
- As a class we will go for about a mile and a half jog/walk on the streets just off of the school grounds. At various points they will have to stop and take their heart rates and be asked to check in with which level they are at.
- Cool-Down: Walking around the softball field and static stretching
- Class discussion on what they liked or disliked about running on the pavement

Formative assessment(s):

- Teacher checklist and observation of pacing, taking pulse, and identifying workload
- Participation in class review discussions

Preview outcomes for the next lesson:

Trail Running

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Lesson #3: Running the Trails

Brief Overview of Lesson (what this lesson is about): Experimenting with running on the trails

Estimated Time (minutes): 45 minutes

Resources for Lesson (list resources and materials): Fitness and Health by Brian J. Sharkey, PhD and Steven E. Gaskill, PhD

By the end of this lesson students will know and be able to (write out clear and concise objectives for this lesson):

- Finding their pulse
- Be able to create safe and balanced cardiovascular workouts
- Be able to properly pace themselves on a run
- Monitor their heart rate to make sure they are in their target heart rate zone
- Are able to properly identify which level on the RPE scale they are working at

Essential Question(s) addressed in this lesson:

- Why is it important to participate in aerobic and anaerobic exercises?
- Why is it important to monitor your heart rate during exercise?

Standard(s)/Unit Goal(s)/Practice(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):

MA Standards:

2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others.

2.11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness.

2.12 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension.

2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness.

2.15 Demonstrate strategies for inclusion of all students in physical activity settings relating to strength and speed.

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Unit Goals:

- How to find their pulse and use it to calculate their heart rate
- Can verbally explain what their target heart rate zone is.
- Understands the levels on the RPE scale and how to use it to identify their workout level
- Can explain the health benefits of cardiovascular exercise
- Is able to verbally explain why it is important to include a warm-up and cool-down in every workout
- Understands the importance of exercising at the proper level of work to maximize both health benefits and safety
- Can name and identify the differences between each running pace: walking, jogging, running, and sprinting

Instructional Tips/ Strategies/Notes for Teacher:

- Review material from previous lesson(s)

Anticipated Student Preconceptions/Misconceptions (please specify whether they are preconceptions or misconceptions)

- Running isn't for everyone-misconception
- You have to be skinny to run- misconception
- Running is boring- misconception

Lesson Sequence

- Review Heart Rate, RPE, and Paces
- Warm-Up: Dynamic Stretching
 - Knee Pulls, Elephant Trunks, Tip Toe Walk, Open Gate/Close Gate, Frankensteins, Butt Kicks, Skips, Cariocas
- As a class we will go for about a mile and a half jog/walk through the trails around the school. At various points they will have to stop and take their heart rates and to report what level they are at.
- Cool-Down: Walking around the softball field and static stretching
- Class discussion on what they liked or disliked about running on the trails

Formative assessment(s):

- Teacher checklist and observation of pacing, taking pulse, and identifying workload
- Participation in class review discussions

Preview outcomes for the next lesson:

Trail Running

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Lesson #4: Running the Trails

Brief Overview of Lesson (what this lesson is about): Experimenting with running on the trails

Estimated Time (minutes): 45 minutes

Resources for Lesson (list resources and materials): Fitness and Health by Brian J. Sharkey, PhD and Steven E. Gaskill, PhD

By the end of this lesson students will know and be able to (write out clear and concise objectives for this lesson):

- Finding their pulse
- Be able to create safe and balanced cardiovascular workouts
- Be able to properly pace themselves on a run
- Monitor their heart rate to make sure they are in their target heart rate zone
- Are able to properly identify which level on the RPE scale they are working at

Essential Question(s) addressed in this lesson:

- Why is it important to participate in aerobic and anaerobic exercises?
- Why is it important to monitor your heart rate during exercise?

Standard(s)/Unit Goal(s)/Practice(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):

MA Standards:

2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others.

2.11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness.

2.12 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension.

2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness.

2.15 Demonstrate strategies for inclusion of all students in physical activity settings relating to strength and speed.

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Unit Goals:

- How to find their pulse and use it to calculate their heart rate
- Can verbally explain what their target heart rate zone is.
- Understands the levels on the RPE scale and how to use it to identify their workout level
- Can explain the health benefits of cardiovascular exercise
- Is able to verbally explain why it is important to include a warm-up and cool-down in every workout
- Understands the importance of exercising at the proper level of work to maximize both health benefits and safety
- Can name and identify the differences between each running pace: walking, jogging, running, and sprinting

Instructional Tips/ Strategies/Notes for Teacher:

- Review material from previous lesson(s)

Anticipated Student Preconceptions/Misconceptions (please specify whether they are preconceptions or misconceptions)

- Running isn't for everyone-misconception
- You have to be skinny to run- misconception
- Running is boring- misconception

Lesson Sequence

- Review Heart Rate, RPE, and Paces
- Warm-Up: Dynamic Stretching
 - Knee Pulls, Elephant Trunks, Tip Toe Walk, Open Gate/Close Gate, Frankensteins, Butt Kicks, Skips, Cariocas
- As a class we will go for about a mile and a half jog/walk through the trails around the school. At various points they will have to stop and take their heart rates and to report what level they are at.
- Cool-Down: Walking around the softball field and static stretching
- Class discussion on what they liked or disliked about running on the trails
- By the end of the unit you must complete the quiz on Google Classroom.

Formative assessment(s):

- Teacher checklist and observation of pacing, taking pulse, and identifying workload
- Participation in class review discussions

Preview outcomes for the next lesson:

Practice Race

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Lesson #5: Race Route Practice

Brief Overview of Lesson (what this lesson is about): Experimenting with running on pavement

Prior Knowledge Required: Basic ability to run

Estimated Time (minutes): 45 minutes

Resources for Lesson (list resources and materials): Fitness and Health by Brian J. Sharkey, PhD and Steven E. Gaskill, PhD

By the end of this lesson students will know and be able to (write out clear and concise objectives for this lesson):

- Finding their pulse
- Be able to create safe and balanced cardiovascular workouts
- Be able to properly pace themselves on a run
- Monitor their heart rate to make sure they are in their target heart rate zone
- Are able to properly identify which level on the RPE scale they are working at

Essential Question(s) addressed in this lesson:

- Why is it important to participate in aerobic and anaerobic exercises?
- Why is it important to monitor your heart rate during exercise?

Standard(s)/Unit Goal(s)/Practice(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):

MA Standards:

2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others.

2.11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness.

2.12 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension.

2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness.

2.15 Demonstrate strategies for inclusion of all students in physical activity settings relating to strength and speed.

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Unit Goals:

- How to find their pulse and use it to calculate their heart rate
- Can verbally explain what their target heart rate zone is.
- Understands the levels on the RPE scale and how to use it to identify their workout level
- Can explain the health benefits of cardiovascular exercise
- Is able to verbally explain why it is important to include a warm-up and cool-down in every workout
- Understands the importance of exercising at the proper level of work to maximize both health benefits and safety
- Can name and identify the differences between each running pace: walking, jogging, running, and sprinting

Instructional Tips/ Strategies/Notes for Teacher:

- Review material from previous lesson(s)

Anticipated Student Preconceptions/Misconceptions (please specify whether they are preconceptions or misconceptions)

- Running isn't for everyone-misconception
- You have to be skinny to run- misconception
- Running is boring- misconception

Lesson Sequence

- Review Heart Rate, RPE, and Paces
- Warm-Up: Dynamic Stretching
 - Knee Pulls, Elephant Trunks, Tip Toe Walk, Open Gate/Close Gate, Frankensteins, Butt Kicks, Skips, Cariocas
- As a class students will jog/walk the course that you will use next class for our Race/Fun Run. At various points they will have to stop and take their heart rates and to report what level they believe they are working at.
- Cool-Down: Walking around the softball field and static stretching
- Class discussion on what they liked or disliked about running on the pavement

Formative assessment(s):

- Teacher checklist and observation of pacing, taking pulse, and identifying workload
- Participation in class review discussion

Preview outcomes for the next lesson:

Race Day

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Lesson #6: Race Day/Fun Run

Brief Overview of Lesson (what this lesson is about): Experimenting with running on the trails

Estimated Time (minutes): 45 minutes

Resources for Lesson (list resources and materials): Fitness and Health by Brian J. Sharkey, PhD and Steven E. Gaskill, PhD

By the end of this lesson students will know and be able to (write out clear and concise objectives for this lesson):

- Finding their pulse
- Be able to create safe and balanced cardiovascular workouts
- Be able to properly pace themselves on a run
- Monitor their heart rate to make sure they are in their target heart rate zone
- Are able to properly identify which level on the RPE scale they are working at

Essential Question(s) addressed in this lesson:

- Why is it important to participate in aerobic and anaerobic exercises?
- Why is it important to monitor your heart rate during exercise?

Standard(s)/Unit Goal(s)/Practice(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):

MA Standards:

2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others.

2.11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness.

2.12 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension.

2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness.

2.15 Demonstrate strategies for inclusion of all students in physical activity settings relating to strength and speed.

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Unit Goals:

- How to find their pulse and use it to calculate their heart rate
- Can verbally explain what their target heart rate zone is.
- Understands the levels on the RPE scale and how to use it to identify their workout level
- Can explain the health benefits of cardiovascular exercise
- Is able to verbally explain why it is important to include a warm-up and cool-down in every workout
- Understands the importance of exercising at the proper level of work to maximize both health benefits and safety
- Can name and identify the differences between each running pace: walking, jogging, running, and sprinting

Instructional Tips/ Strategies/Notes for Teacher:

- Review material from previous lesson(s)

Anticipated Student Preconceptions/Misconceptions (please specify whether they are preconceptions or misconceptions)

- Running isn't for everyone-misconception
- You have to be skinny to run- misconception
- Running is boring- misconception

Lesson Sequence

- Review Heart Rate, RPE, and Paces
- Warm-Up: Dynamic Stretching
 - Knee Pulls, Elephant Trunks, Tip Toe Walk, Open Gate/Close Gate, Frankensteins, Butt Kicks, Skips, Cariocas
- Race Day: The class will participate in a Fun Run which will incorporate the school grounds and trails.
- Cool-Down: Walking around the softball field and static stretching

Formative assessment(s):

- Teacher checklist and observation of pacing, taking pulse, and identifying workload
- Participation in class review discussions

Preview outcomes for the next lesson:

Race Day/Fun Run

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List of Unit Resources

List and include resources by lesson sequence.

Lesson Number	Resources
1-6	<i>Fitness and Health</i> by Brian J. Sharkey, PhD and Steven E. Gaskill, PhD

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Curriculum Embedded Performance Assessment (CEPA)

Running Unit Rubric

4- Above Grade Level

- Always demonstrates proper running form on class runs
- Can easily pace one's self on runs to easily finish each one
- Can easily find their pulse each time they are asked to find it during class and use it to identify if they are in their Target Heart Zone
- Is able to easily identify which workload they are at according to the Rate of Percieved Exertion Scale
- Demonstrates understanding of why it is important to always include a warm-up and cool-down into every workout
- Understands the differences between each type of pace and can demonstrate each one when asked
- Can explain the health benefits of cardiovascular exercise and why it is important to exercise at the proper workload
- Regards all classmates in a positive and supportive manner at all times

3- At Grade Level

- Demonstrates proper running form most of the time on class runs
- Can properly pace one's self on runs to easily finish some of the shorter runs

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- After a few tries they can find their pulse each time they are asked to find it during class and use it to identify if they are in their Target Heart Zone
- Is able to identify which workload they are at according to the Rate of Percieved Exertion Scale
- Understands the three parts of a workout, but does not fully understand why it is important to always include a warm-up and cool-down into every workout
- Understands the differences between each type of pace but has difficulty demonstrating each one when asked
- Can explain most of the health benefits of cardiovascular exercise and why it is important to exercise at the proper workload
- Regards all classmates in a positive and supportive manner most of the time

2- Approaching Grade Level

- Some times he or she can demonstrates proper running form on class runs
- Struggles to properly pace one's self on runs making it difficult to finish the longer runs
- He or she can sometimes find their pulse each time they are asked to find it during class and use it to identify if they are in their Target Heart Zone
- With help from the teacher or peer he or she is able to identify which workload they are at according to the Rate of Percieved Exertion Scale
- Knows a complete workout has a warm-up, exercise, and cool-down but does not think all three are important

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- Can name the four paces but struggles to explain the differences between some of them and has difficulty demonstrating each one when asked
- Can explain some of the health benefits of cardiovascular exercise and why it is important to exercise at the proper workload
- Sometimes he or she regards all classmates in a positive and supportive manner

1- Below Grade Level

- He or she struggles to demonstrate proper running form on class runs
- Has difficulty understanding or demonstrating proper pacing on runs and has to walk most of them
- He or she needs help to find their pulse and identify if they are in their target heart rate zone when they are asked to find it during class
- Is unable to identify which zone they are working at on the RPE scale without many examples from peers and teachers
- Does not know the three important parts of each workout
- Struggles to name all four paces and to demonstrate each one
- Can explain only one or two of the health benefits of cardiovascular exercise and does not understand why it is important to exercise at the proper workload
- He or she has difficulty being positive and supportive of classmates

“...to prepare all students to excel as educated, responsible, global citizens.”