

**USD 230 Curriculum Map**  
**Grade:** 10-12      **Subject:** LTS  
**Unit:** Fitness      **Quarter Taught:** 1-4

State Indicators	District Objectives/Outcomes/ Key Concepts	Instructional Strategies	Student Activities or Product(s)	Resources Used	Methods of Assessment
<b>2.1a</b> <b>3.1a</b> <b>3.1b</b> <b>3.1c</b> <b>3.1d</b> <b>4.1a</b> <b>4.1b</b> <b>4.1c</b> <b>4.1d</b> <b>4.1e</b> <b>4.1g</b> <b>5.1a</b> <b>5.1b</b> <b>5.1c</b> <b>5.1d</b> <b>6.1a</b> <b>6.1b</b> <b>6.1c</b> <b>6.1d</b>	Increase cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition necessary for a healthy life  Assess, interpret, and apply fitness components to personal physical fitness status.  Develop realistic short and long term fitness goals  Differentiate between intrinsic and extrinsic reasons for participating in physical activity	<i>Declarative Knowledge</i> <input type="checkbox"/> 3 Minute Pause <input checked="" type="checkbox"/> Front Loading <input type="checkbox"/> Note-Taking <input type="checkbox"/> Graphs or Charts <input checked="" type="checkbox"/> Questions <input checked="" type="checkbox"/> Linking <input type="checkbox"/> Pegboard <input type="checkbox"/> 5-Step vocabulary  <i>Procedural Knowledge</i> <input checked="" type="checkbox"/> Think aloud <input type="checkbox"/> Shaping <input checked="" type="checkbox"/> Practice  <i>Extend/Refine Knowledge</i> <input checked="" type="checkbox"/> Comparing/contrasting <input checked="" type="checkbox"/> Classifying <input type="checkbox"/> Abstracting <input type="checkbox"/> Inductive/Deductive <input checked="" type="checkbox"/> Constructing Support <input checked="" type="checkbox"/> Analyzing Errors <input type="checkbox"/> Analyzing perspective	-Jump Rope  -Box Jumps  -Dot Jumps  -Fitness Stations	-Dot Mat  -Orange Bars  -Jump Ropes  -Boxes	-Daily points for active participation and behavior  -Completion of stations  -Fitness / Health Related Writing Assignments