

**HEALTH  
SMART  
VIRGINIA**



**SAMPLE LESSON  
PLANS**

## **Health Smart Virginia - Sample Lesson Plan**

### **Grade 5 - Health Promotion**

#### **Unit 10**

#### **SOLs:**

- 5.2.B practice personal health habits that promote cardiorespiratory fitness

#### **Title: Cardiorespiratory Fitness Performance Task**

#### **Objectives/ Goals:**

- The student will practice personal health habits that promote cardiorespiratory fitness

#### **Materials:**

- Cardiorespiratory Fitness Performance Task (includes rubric)

#### **Procedure:**

Step 1	Review the performance task before introducing it to your students.
Step 2	Pass out a copy of the performance task to each student and review the expectations of each part of the project. Encourage students to try new forms of exercise in part one. Provide a due date.
Step 3	Once complete, allow students to share their experiences with the class.

**Assessments, References & Sources: Mary McCarley, 2018**

# Cardiorespiratory Fitness Performance Task

Cardiorespiratory fitness is the ability of the heart, blood, and lungs to supply oxygen-rich blood to the muscles and the ability of the muscles to use oxygen to produce energy for movement. Your cardiorespiratory fitness can increase with consistent exercise as the heart becomes more efficient at pumping blood throughout the body. Activities that engage many muscle groups, such as power walking, running, swimming, biking, dancing, and playing sports are best for improving cardiovascular fitness. Good cardiorespiratory fitness improves overall health and decreases the risk of future health conditions. Your mission over the next five days is to engage in three different forms of exercise that will improve your cardiorespiratory fitness.

## Part 1: Cardiovascular Fitness Chart

Over the next five days, use the chart below to record your data on forms of cardiorespiratory fitness that you engage in. It is required that you engage in *three different forms*. Record your forms of exercise in the first column. Extra rows will be included if you choose to engage in more than three forms. Your goal is to engage in these exercises for 30 minutes or more. Record your time in the second column. Immediately after finishing your exercise, record your thoughts in the third column.

<b>Form of cardiovascular fitness</b>	<b>Amount of time engaged in exercise</b>	<b>Student Comments</b> Did you enjoy the exercise? How did you feel during and after exercise?



## Performance Task Rubric

	<b>Great Work 4</b>	<b>Good Job 3</b>	<b>Getting There 2</b>	<b>Not Quite 1</b>
<b>Requirements</b>	All requirements are met and exceeded.	All requirements are met.	One requirement was not met.	More than one requirement was not met.
<b>Content</b>	Information is accurate and in-depth with details.	Information is accurate.	Most of the information is accurate but contains some factual errors.	Information includes several factual errors.
<b>Organization</b>	All work is neat and information is easy to understand.	Most work is neat and easy to understand.	Some work is neat and easy to understand.	Work is not neat and difficult to understand.
<b>Grammar</b>	There are few mistakes in grammar, punctuation, or spelling.	There are some mistakes in grammar, punctuation, or spelling.	There are several mistakes in grammar, punctuation, or spelling.	Product has little or no punctuation and/or correct spelling. Content is unclear due to excessive errors.
<b>Effort</b>	Work shows exceptional effort, planning, and pride.	Work shows good effort, planning, and pride.	Work shows basic effort, planning, and pride.	Work shows minimal effort, planning, and pride

**Grading Rubric**

20= 100%  
 19= 97%  
 18= 94%  
 17= 91%  
 16= 88%  
 15= 85%  
 14= 82%  
 13= 79%

12= 76%  
 11=74%  
 10= 71%  
 9= 69%  
 8= 66%  
 7= 64%  
 6= 62%  
 5= 60%

