



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Walking for Fitness Curriculum

Course Description: This course is designed for students to improve their physical and mental well-being while increasing social interactions by walking on a regular basis. An individual walking program will be developed that can be maintained throughout life. Walking routes will include established campus paths, indoor and outdoor facilities as well as various routes within the community.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
Ongoing	Benefits of Walking	Topic 1: Physical Benefits Topic 2: Mental Benefits Topic 3: Social Benefits
Ongoing	Walking Safety	Topic 1: Situational Safety Topic 2: Weather Considerations
Ongoing	Walking Plans	Topic 1: Walking Progression Topic 2: Technology

Unit 1: Benefits of Walking

Subject: Walking for Fitness

Grade: 9-12

Name of Unit: Benefits of Walking

Length of Unit: Ongoing

Overview of Unit: Students will be able to experience daily physical exercise leading to physical, mental, and social benefits including improved cardiovascular fitness, stress reduction, and sense of belonging while communicating among peers.

Priority Standards:

- S3.H1.L1 Physical activity knowledge - Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.

Supporting Standards:

- S3.H8.L1 Fitness knowledge - Relates physiological responses to individual levels of fitness and nutritional balance.
- S3.H14.L1 Stress management - Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.
- S3.H6.L1 Engages in physical activity - Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.
- S4.H4.L2 Working with others - Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

Essential Questions:

1. What are the benefits of regular lifetime walking?

Enduring Understanding/Big Ideas:

1. Regular walking improves overall health, reduces stress, and can promote social interaction.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Physiological Heart Rate Cardiovascular Fitness Intensity Rate of Perceived Exertion Stride Pace

Unwrapped Priority Standards:

Priority Standard: Physical activity knowledge - Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to explain how moderately intense physical activity is a stress management technique.	1
	Understand
Students will be able to participate in daily moderate- intensity physical activity by walking.	2
	Apply

Topic 1: Physical Benefits

Engaging Experience 1

Title: Daily Walking

Suggested Length of Time: Ongoing

Standards Addressed

Priority Standards:

- S3.H1.L1 Physical activity knowledge - Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.

Supporting Standards:

- S3.H8.L1 Fitness knowledge - Relates physiological responses to individual levels of fitness and nutritional balance.
- S3.H6.L1 Engages in physical activity - Participates several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day.

Detailed Description/Instructions: Students will participate in walking outdoors, indoors, and on nature trails.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Mental Benefits

Engaging Experience 1

Title: Self Reflection

Suggested Length of Time: Ongoing

Standards Addressed

Priority Standards:

- S3.H1.L1 Physical activity knowledge - Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.

Supporting Standards:

- S3.H14.L1 Stress management - Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.

Detailed Description/Instructions: Students will self-evaluate their mood and stress levels before and after a daily walk.

Topic 3: Social Benefits

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 1

Title: Communication with Others

Suggested Length of Time: Ongoing

Standards Addressed

Priority Standards:

- S3.H1.L1 Physical activity knowledge - Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.

Supporting Standards:

- S4.H4.L2 Working with others - Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

Detailed Description/Instructions: While walking, students will discuss their opinions with each other about a specific topic.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario Students will walk on a local nature trail.

Standards Addressed

Priority Standards:

- S3.H1.L1 Physical activity knowledge - Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.

Supporting Standards:

- S3.H8.L1 Fitness knowledge - Relates physiological responses to individual levels of fitness and nutritional balance.
- S3.H14.L1 Stress management - Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Physical Benefits	Daily Walking	Students will participate in walking outdoors, indoors, and on nature trails.	Ongoing
Mental Benefits	Self-Reflection	Students will self-evaluate their mood and stress levels before and after a daily walk.	Ongoing
Social Benefits	Communication with Others	While walking, students will discuss their opinions with each other about a specific topic.	Ongoing

Unit 2: Walking Safety

Subject: Walking for Fitness

Grade: 9-12

Name of Unit: Walking Safety

Length of Unit: Ongoing

Overview of Unit: Students will be introduced to common safety concerns involving weather and location, and learn strategies of how to navigate these factors.

Priority Standards:

- S4.H5.L1 Safety - Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Supporting Standards:

- S3.H5.L2 Physical activity knowledge - Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.
- S3.H3.L1 Physical activity knowledge - Identifies issues associated with exercising in heat, humidity and cold.
- S3.H3.L2 Physical activity knowledge - Applies rates of perceived exertion and pacing.
- S3.H10.L1 Fitness knowledge - Calculates target heart rate and applies that information to personal fitness plan.
- S5.H2.L2 Challenge - Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
- S4.H2.L1 Rules & etiquette - Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.

Essential Questions:

1. What safety measures need to be considered while participating in a walking program?

Enduring Understanding/Big Ideas:

1. Safety considerations include location and environment of walking, weather, and present health.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Etiquette Hydration De-Hydration Humidity

Unwrapped Priority Standards:

Priority Standard: Safety - Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)	
Learning Targets	Webb's DOK Level
	Bloom's Level
Student will be able to identify a safe location for indoor and outdoor walking.	Remember
	1
Student will be able to plan accordingly to walk in current weather conditions (including: clothing, exertion, and environment).	Apply
	2

Topic 1: Situational Safety

Engaging Experience 1

Title: Environment and Location

Suggested Length of Time: Ongoing

Standards Addressed

Priority Standards:

- S4.H5.L1 Safety - Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Supporting Standards:

- S3.H5.L2 Physical activity knowledge - Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.
- S5.H2.L2 Challenge - Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
- S4.H2.L1 Rules & etiquette - Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.

Detailed Description/Instructions: Students will be able to identify safe locations to walk in the community.

Bloom's Levels: Remember

Webb's DOK: 1

Topic 2: Weather Considerations

Engaging Experience 1

Title: Appropriate Modifications

Suggested Length of Time: Ongoing

Standards Addressed

Priority Standards:

- S4.H5.L1 Safety - Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Supporting Standards:

- S3.H3.L1 Physical activity knowledge - Identifies issues associated with exercising in heat, humidity and cold.
- S3.H3.L2 Physical activity knowledge - Applies rates of perceived exertion and pacing.
- S3.H10.L1 Fitness knowledge - Calculates target heart rate and applies that information to personal fitness plan.

Detailed Description/Instructions: Students will be able to make appropriate decisions concerning clothing, hydration, and exertion.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario: Students will create a PSA outlining appropriate measures to take while walking in certain weather climates. (Heat, cold, wind, altitude...)

Standards Addressed

Priority Standards:

- S4.H5.L1 Safety - Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Supporting Standards:

- S3.H3.L1 Physical activity knowledge - Identifies issues associated with exercising in heat, humidity and cold.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Situational Safety	Environment and Location	Students will be able to identify safe locations to walk in the community.	Ongoing
Weather Considerations	Appropriate Modifications	Students will be able to make appropriate decisions concerning clothing, hydration, and exertion.	Ongoing

Unit 3: Walking Plans

Subject: Walking for Fitness

Grade: 9-12

Name of Unit: Walking Plans

Length of Unit: Ongoing

Overview of Unit: Students will create a walking plan that consists of personal goals, daily walking activity, progress tracking, and reflections with the supports of technology resources.

Priority Standards:

- S3.H11.L2 Assessment & program planning - Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).

Supporting Standards:

- S3.H12.L2 Assessment & program planning - Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.
- S3.H10.L2 Fitness knowledge - Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity.
- S3.H2.L2 Physical activity knowledge - Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle.

Essential Questions:

1. What components need to be included in a progressive walking plan to reach individual goals?

Enduring Understanding/Big Ideas:

1. A progressive walking plan should include a proper SMART Goal that has an accurate monitoring system to track progress.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Progression SMART Goal Lifelong Activity

Unwrapped Priority Standards:

Priority Standard: Assessment & program planning - Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to develop an appropriate walking portfolio to track progress to meet their current goals.	Analyze
	3
Student will be able to adjust their goals and intensity based on changing fitness levels.	Analyze
	3

Topic 1: Walking Progression

Engaging Experience 1

Title: Monitoring Progress

Suggested Length of Time: Ongoing

Standards Addressed

Priority Standards:

- S3.H11.L2 Assessment & program planning - Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).

Supporting Standards:

- S3.H12.L2 Assessment & program planning - Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.
- S3.H10.L2 Fitness knowledge - Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity.
- S3.H2.L2 Physical activity knowledge - Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle.

Detailed Description/Instructions: Students will adjust pacing to keep heart rate in the target zone using available technology.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Technology

Engaging Experience 1

Title: Common Resources

Suggested Length of Time: Ongoing

Standards Addressed

Priority Standards:

- S3.H11.L2 Assessment & program planning - Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).

Supporting Standards:

- S3.H10.L2 Fitness knowledge - Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity.
- S3.H2.L2 Physical activity knowledge - Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle.

Detailed Description/Instructions: Applies technology as a tool for supporting a healthy, active lifestyle.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario: Students will develop and maintain a walking portfolio including assessment scores, goals and a plan for improvement, and activity logs.

Standards Addressed

Priority Standards:

- S3.H11.L2 Assessment & program planning - Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).

Supporting Standards:

- S3.H12.L2 Assessment & program planning - Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Walking Progression	Monitoring Progress	Students will adjust pacing to keep heart rate in the target zone using available technology.	Ongoing
Technology	Common Resources	Applies technology as a tool for supporting a healthy, active lifestyle.	Ongoing

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.