Pequea Valley School District
Wellness Education

Unit: What is Fitness? **Course: Lifetime Fitness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- Why is fitness important?

Keystone Eligible Content/PA Core Standard
- 10.5.9.D

Pacing: Approximate number of class sessions per unit
- 5

Tier 3 Vocabulary (Content specific vocabulary)
- health-related fitness
- skill-related fitness
- aerobic and anaerobic fitness
- radial and carotid pulse
- target heart rate zone

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Examples of aerobic and anaerobic fitness
- Difference between health-related and skill-related fitness
- How do we compute heart rates?

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
- The differences between aerobic and anaerobic activities.
- How we can use different activities for health and skill-related fitness.
- Where on the body we can find our pulse.

- How do different activities impact heart rates
- Why fitness is important for wellness.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Explain how each area of fitness can be improved through physical activity.
- Explain how to improve our aerobic and anaerobic fitness.
- Explain how to use our heart rate during fitness activities.
- Explain how to improve our wellness over time using physical activity.

Assessments:

- Quizzes/Tests
- Fitness Testing (FITNESSGRAM)
- Peer sharing (Discussion/Flipgrid)

Software/Resources:

Pequea Valley School District
Wellness Education

Unit: Measuring Fitness **Course: Lifetime Fitness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do we measure our fitness?

Keystone Eligible Content/PA Core Standard
- 10.4.9.C- healthy fitness zone

Pacing: Approximate number of class sessions per unit
- 5

Tier 3 Vocabulary (Content specific vocabulary)
- FITNESSGRAM
- FMS (functional movement screen)
- PAR-Q (physical activity readiness questionaire)
- Body composition
- Gait assessment
- Pre-test, mid-point and post-test

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Different ways to assess your fitness
- What areas of fitness each assessment measures.
- How the fitness assessments are used (pre-test, mid-point and post-test)

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
- Fitness assessments are just a "snapshot" of your current level of fitness.
- Importance of evaluating all areas of fitness.

- Fitness assessments help us measure our progress.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Be able to administer different types of fitness assessments.
- Be able to interpret the results of each type of fitness assessment.
- Be able to use the results of the fitness assessments to help plan a fitness workout.

Assessments:

- Quiz/Test
- Fitness assessment
- Discussion/Flipgrid share

Software/Resources:

Pequea Valley School District
Wellness Education

Unit: Types of Fitness **Course: Lifetime Fitness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do different types of fitness activities impact our bodies?

Keystone Eligible Content/PA Core Standard
- 10.5.12.D

Pacing: Approximate number of class sessions per unit
- 5

Tier 3 Vocabulary (Content specific vocabulary)
- Aerobic/Anaerobic exercise
- Strength training
- Flexibility training
- Balance training

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Importance of a variety of fitness training for the body.
- Functional reasons for the different types of training.
- How each type of training impacts your wellness.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
- How aerobic training helps the function of your heart and lungs.
- How anaerobic training helps the functions of your muscles (including the heart muscle).
- How flexibility and balance training help with your movement performance.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Be able to choose the correct type of exercise to meet your fitness goal.
- Be able to incorporate a variety of exercises into your workout plan.
- Be able to explain how each training method gives you the desired results.

Assessments:

- Quizzes/Tests
- Mini-workout plan (bodyweight)
- Discussion/Flipgrid share

Software/Resources:

Pequea Valley School District
Wellness Education

Unit: Major Muscles Used in Fitness **Course: Lifetime Fitness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How can we use our knowledge of the major muscles used during fitness to plan our workouts?

Keystone Eligible Content/PA Core Standard
- 10.5.9.A
- 10.5.12.A
- 10.4.9.C- individual fitness status

Pacing: Approximate number of class sessions per unit
- 5

Tier 3 Vocabulary (Content specific vocabulary)
- Biceps
- Triceps
- Pectoralis Major
- Quadriceps
- Biceps Femoris
- Latissimus Dorsi
- Deltoid
- Rectus Abdominis
- Obliques
- Gluteus Maximus
- Agonist (prime mover)
- Antagonist (moves against prime mover)
- Synergists (muscles assisting the prime mover)
- Joint articulations
- Flexion/Extension
- Abduction/Adduction
- Rotation

- Plantarflexion/Dorsiflexion
- Elevation/Depression

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Major muscles in the body
- How muscles work with bones to create movement.
- Different types of movement in the body (joint articulations)

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How muscles work together to create movement in the body (agonist/antagonist - bicep/tricep - flexion and extension in the arm).
- How muscles and movements are used in different fitness exercises.
- Why technique in exercise is important.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Be able to design a workout that trains the desired muscles of the body.
- Be able to perform exercises with proper technique.
- Be able to explain why an exercise is effective based on the muscles used and the joint articulations.

Assessments:

- Quizzes/Tests
- Identify the muscles and muscle movements in the body
- Discussion/Flipgrid share

Software/Resources:

Pequea Valley School District
Wellness Education

Unit: Planning for Fitness **Course: Lifetime Fitness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do we examine our goals and our activities to plan our fitness program?

Keystone Eligible Content/PA Core Standard
- 10.5.9.A
- 10.5.12.A
- 10.4.9.C- individual fitness status

Pacing: Approximate number of class sessions per unit
- 5

Tier 3 Vocabulary (Content specific vocabulary)
- Wellness vision
- S.M.A.R.T. goal (fitness goal)
- Planning

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- How to create a wellness vision for fitness.
- How to create a S.M.A.R.T. goal for fitness.
- Exercises for different types of fitness.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
- How to use your wellness vision to guide your creation of a fitness goal.
- How to use your fitness goal to guide your design of a fitness program.
- How to incorporate a variety of exercises into your fitness program.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Be able to create a wellness vision (big picture) for a fitness plan.
- Be able to create a fitness goal that provides a motivation and focus for a fitness plan.
- Be able to list exercises that they enjoy and explain how they can be used in their fitness lifestyle.

Assessments:

- Quiz/Tests
- Wellness vision/Fitness goal
- Discussion/Flipgrid share

Software/Resources:

Pequea Valley School District
Wellness Education

Unit: Principles of Training **Course: Lifetime Fitness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do we apply the principles of training to force our bodies to adapt to our fitness training?

Keystone Eligible Content/PA Core Standard
- 10.4.12.B - physiological/psychological

Pacing: Approximate number of class sessions per unit
- 5

Tier 3 Vocabulary (Content specific vocabulary)
- Progression
- Overload
- FITT
- Specificity
- Reversibility
- Variety
- Recovery

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- How the body adapts to demands placed on it.
- How we maintain our fitness levels.
- How we focus our training to make it more effective.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- The body will only adapt if we progressively put more demands on it.
- Consistent and effective training will help us maintain our fitness levels.
- Specific planning of our training is important to get the desired results (FITNESS GOALS).

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Be able to create a workout plan that allows for principles of training to create results.
- Be able to analyze the results from workouts and use the principles of training to improve or maintain fitness levels.
- Be able to adjust a workout plan using the principles of training to change our results.

Assessments:

- Quizzes/Tests
- Use the principles of training in our workouts (ex. demonstrate progression)
- Discussion/Flipgrid share

Software/Resources:

Pequea Valley School District
Wellness Education

Unit: Warm-up and Cool-down **Course: Lifetime Fitness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do we prepare our body for fitness training? How do we prepare our body for recovery?

Keystone Eligible Content/PA Core Standard
- 10.1.12.B- nutrition

Pacing: Approximate number of class sessions per unit
- 3

Tier 3 Vocabulary (Content specific vocabulary)
- Warm-up
- Cool-down
- Elasticity
- Heart rate
- Static/dynamic stretching
- Pacing
- Injury
- Performance

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Importance of the warm-up (prepare for movement and reduce the chance of injury).
- Importance of the cool-down (return body to normal heart rate and prepare for recovery).
- Types of activities that are effective during a warm-up and a cool-down.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Why an increased heart rate is important during a warm-up (create elasticity in the muscles- better performance and reduce chances of injury).
- Why it is important to reduce the heart rate during cool-down (prevent blood pooling and reduce the stress on the body).
- Warm-ups and cool-downs are important for better performance during activity and more effective recovery from activity.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Be able to design an effective warm-up routine.
- Be able to design an effective cool-down routine.
- Be able to explain WHY a warm-up and a cool-down are important during a workout.

Assessments:

- Quizzes/Tests
- Design of a warm-up and a cool-down routine
- Discussion/Flipgrid share

Software/Resources:

Pequea Valley School District
Wellness Education

Unit: Different Ways to Train for Fitness **Course: Lifetime Fitness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do we train our fitness using a variety of methods?

Keystone Eligible Content/PA Core Standard
- 10.1.12.B-health status/nutrition
- 10.4.9.C- individual fitness status
- 10.4.12.C- aging/injury
- 10.5.9.D- overload/progression

Pacing: Approximate number of class sessions per unit
- 5

Tier 3 Vocabulary (Content specific vocabulary)
- Core training
- Plyometric training
- Kettlebell training
- Circuit training
- Interval training
- Bodyweight training

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- How you use each type of training.
- The benefits of each type of training.
- When you would use each type of training.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How each type of training can be used for different areas of fitness.
- How each type of training is used in a workout plan (WHEN and HOW).
- How each type of training can be used safely and effectively (techniques and progressions).

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Be able to implement a variety of training into their workout plans.
- Be able to address different areas of fitness utilizing a variety of training methods.
- Be able to explain why each type of training is beneficial.

Assessments:

- Quizzes/Tests
- Create workouts for each type of training
- Discussion/Flipgrid share

Software/Resources:

Pequea Valley School District
Wellness Education

Unit: Basic Training Techniques **Course: Lifetime Fitness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do we train our fitness effectively and efficiently?

Keystone Eligible Content/PA Core Standard
- 10.4.12.D- motivation
- 10.1.12B- health status

Pacing: Approximate number of class sessions per unit
- 5

Tier 3 Vocabulary (Content specific vocabulary)
- Compound (multi-joint) exercises (ex. squat)
- Auxiliary (isolation) exercises (ex. bicep curl)
- Basic human movements (7)
- Control
- Full-range-of-motion
- Reps
- Sets
- Functional training
- Focus

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- The importance of proper technique for exercise effectiveness and injury prevention.
- Working the larger muscles before the smaller muscles (compound vs. auxiliary lifts).
- Controlling the weight while focusing on the muscle used through the entire range of motion.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How proper technique increases the effectiveness of the exercise and reduces the chance of injury.
- How the muscles work together during compound lifts.
- How working the muscle through the full range of motion will improve the development of the muscle and its performance.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Be able to demonstrate the proper technique for a variety of exercises.
- Be able to design a workout in the correct order of exercises.
- Be able to explain why proper technique for exercises is extremely important.

Assessments:

- Quizzes/Tests
- Explain and demonstrate the technique for a variety of exercises
- Discussion/Flipgrid share

Software/Resources:

Pequea Valley School District
Wellness Education

Unit: Creating a Personal Fitness Plan **Course: Lifetime Fitness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do we design an effective personal fitness plan?

Keystone Eligible Content/PA Core Standard
- 10.5.12.E- efficiency of movement/mechanical advantage

Pacing: Approximate number of class sessions per unit
- 5

Tier 3 Vocabulary (Content specific vocabulary)
- Goals
- Experience
- Availability
- Preference
- Warm-up
- Cool-down
- Exercise focus
- Compound exercises
- Isolation exercises

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- The basic structure of a workout (warm-up/exercise focus/cool-down).
- How to pace your workout (time/sets/reps).
- Types of exercises to include in your workout (based on your fitness goal).

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Why each part of the workout (warm-up/exercise focus/cool-down) is important.
- How to design your workout to meet your goals, time requirement and equipment needs.
- How to design a workout that you will be more motivated to do on a consistent basis (motivation).

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Be able to design a workout that helps them meet their fitness goal.
- Be able to design a workout that can be performed in a preferred amount of time with minimal equipment needs.
- Be able to explain why their workout design will be effective.

Assessments:

- Quizzes/Tests
- Design a personal workout plan
- Discussion/Flipgrid share

Software/Resources:

Pequea Valley School District
Wellness Education

Unit: Physical and Mental Adaptations to Training **Course: Lifetime Fitness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do our bodies respond mentally and physically to fitness training?

Keystone Eligible Content/PA Core Standard
- 10.5.12.E- efficiency of movement/mechanical advantage

Pacing: Approximate number of class sessions per unit
- 5

Tier 3 Vocabulary (Content specific vocabulary)
- Physiological adaptations
- Psychological adaptations
- Volume
- Load
- Chronic adaptations
- Acute adaptations
- Consistent
- Persistent

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- The body adapts to exercise physiologically (physical) and psychologically (mental).
- The adaptations to exercise can be chronic (long-term) or acute (short-term).
- Time is a factor to the ability of the body to adapt to exercise.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How to adjust the volume and the load of exercise to impact the adaptation of the body to exercise.
- How to use recovery methods (ex. stretching, sleep) to increase the chronic adaptations of the body to exercise.
- How being consistent and persistent with your exercise program is important for the chronic adaptations of the body to exercise.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Be able to design a workout program that safely and effectively leads to adaptation of the body to exercise.
- Be able to use recovery methods to assist the body with adaptations to exercise.
- Be able to explain why being consistent and persistent with exercise is important for growth and repair of the body.

Assessments:

- Quizzes/Tests
- Adjust workout plans as the body adapts to exercise
- Discussion/Flipgrid share

Software/Resources:

Pequea Valley School District
Wellness Education

Unit: Advanced Training Techniques **Course: Lifetime Fitness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do we prevent plateaus in our training programs?

Keystone Eligible Content/PA Core Standard
- 10.5.12.E- efficiency of movement/mechanical advantage

Pacing: Approximate number of class sessions per unit
- 5

Tier 3 Vocabulary (Content specific vocabulary)
- Exercise plateau
- Eccentric contraction
- Concentric contraction
- Super sets
- Negatives
- Rest pause
- 21s

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- An exercise plateau is when you cannot advance past a certain training level.
- Eccentric (negative) contraction is the "down" part of the movement and the concentric (positive) contraction is the "up" part of the movement.
- Advanced training techniques (ex. negatives) help the body move past an exercise plateau.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How advanced training techniques help you move through exercise plateaus.
- How the different phases of a contraction (eccentric/concentric) can be used with advanced training techniques.
- How often advanced training techniques should be used in your workouts.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Be able to overcome exercise plateaus by using advanced training techniques.
- Be able to use the knowledge of muscular contraction (eccentric/concentric) to improve range of motion with exercises.
- Be able to explain how advanced training techniques help overcome exercise plateaus.

Assessments:

- Quizzes/Tests
- Demonstrate how to use advanced training techniques
- Discussion/Flipgrid share

Software/Resources:

Pequea Valley School District
Wellness Education

Unit: Rest, Recovery and Injury Prevention **Course: Lifetime Fitness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do we plan rest and recovery for growth and injury prevention?

Keystone Eligible Content/PA Core Standard
- 10.5.12.E- efficiency of movement/mechanical advantage

Pacing: Approximate number of class sessions per unit
- 5

Tier 3 Vocabulary (Content specific vocabulary)
- Rest
- Active recovery
- Passive recovery
- Foam roller
- Hydration
- Sleep
- Cross train
- Core strength
- Nutrition

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Growth and repair with our body occurs during rest.
- Adequate sleep, hydration and nutrition are essential for recovery from workouts.
- Using a variety of exercises (cross train) and core strength help reduce the chances of injury from specific movements.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How much rest and recovery (active/passive) is needed to promote growth and reduce injury.
- How to practice proper sleep, hydration and nutrition habits.
- How to use variety in exercise techniques to reduce the chance of injury.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Be able to use rest and recovery techniques to incorporate a plan into your workouts.
- Be able to practice habits for sleep, hydration and nutrition that contribute to body growth and repair.
- Be able to explain why the techniques of rest and recovery are important for injury prevention.

Assessments:

- Quizzes/Tests
- Design a rest and recovery plan
- Discussion/Flipgrid share

Software/Resources:

Pequea Valley School District
Wellness Education

Unit: Nutrition for Energy and Wellness **Course: Lifetime Fitness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do we plan our nutrition for adequate energy in wellness activities?

Keystone Eligible Content/PA Core Standard
- 10.5.12.E- efficiency of movement/mechanical advantage

Pacing: Approximate number of class sessions per unit
- 5

Tier 3 Vocabulary (Content specific vocabulary)
- Nutrients (Proteins/Fats/Carbohydrates/Vitamins/Minerals/Water)
- Energy
- BMR (basal metabolic rate)
- BMI (body mass index)
- Body composition
- Calories

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- There are six essential nutrients for the body (Protein/Fats/Carbohydrates/Vitamins/Minerals/Water).
- Your body uses energy when not moving (BMR) and during movement.
- Body composition measurements are a way to evaluate energy balance in your body.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How to utilize each of the six essential nutrients in your diet.
- How energy is stored in your body and how energy is used during activity.
- How body composition is used to interpret your level of fitness.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Be able to create a meal plan to meet energy and wellness needs.
- Be able to evaluate body composition to create a eating plan.
- Be able to explain how nutrient and calorie intake impact energy and wellness needs.

Assessments:

- Quizzes/Tests
- Create a meal plan for individual needs
- Discussion/Flipgrid share

Software/Resources:

Pequea Valley School District
Wellness Education

Unit: Balancing Your Wellness **Course: Lifetime Fitness** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do we create balance with our wellness?

Keystone Eligible Content/PA Core Standard
- 10.5.12.E- efficiency of movement/mechanical advantage

Pacing: Approximate number of class sessions per unit
- 5

Tier 3 Vocabulary (Content specific vocabulary)
- Movement
- Sleep
- Nutrition
- Stress
- Social interactions

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Our bodies were designed for movement and we need proper fuel for it.
- Sleep is when growth and repair occurs in the body.
- We can manage stress by how we interact with the world.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How daily movement helps with the overall wellness of our body.
- How an adequate length of sleep is important for overall wellness- too much or too little have negative impacts on our wellness.
- How managing our stress can improve our interactions with other people and our daily habits.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Be able to create a balanced wellness plan addressing movement, nutrition, sleep, stress and social interaction.
- Be able to make a plan within each category that works for you and what you can make work.
- Be able to explain why each of the categories are important for a balanced wellness plan.

Assessments:

- Quizzes/Tests
- Create a balanced wellness plan
- Discussion/Flipgrid share

Software/Resources: