Personal Fitness & Wellness Curricular Document

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Course Information

Personal Fitness & Wellness	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Physical Education	1 term
GRADE LEVEL	**DATE LAST REVIEWED**
10th-12th	2016 Program Review 2023
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
PE9	04/2024

Desired Results

COURSE DESCRIPTION

- This course assists students in designing and monitoring a personalized workout and wellness plan. Unlike traditional physical education classes, Personal Fitness & Wellness leverages current fitness trends like group exercise, HIIT, yoga, Pilates, zumba and weight training to help achieve a personal fitness and wellness goal. Topics such as nutrition, hydration, sleep habits, and stress management for optimal personal well- being will be covered on a regular basis. There are also field trips to local fitness facilities to enhance the student's experience. There will be a fee associated with all field trips.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
1. Proficient movement skills provide competency in all physical activities. 2. There are necessary psychological and physical skills that will help support continued lifetime physical fitness.	• What different ways can the body move given a specific purpose? • How will you help a team be successful? • What does it mean to be a good teammate?

3. Being active throughout life promotes a healthy lifestyle, and participating in a wide range of physical activities promotes personal health and wellness. 4. Demonstrating responsible and respectful behavior promotes positive personal and social success. 5. Everyone benefits from collaboratively working towards improved health and wellness 6. Physical activity promotes social, emotional, and physical well being of self and the community.	• How can we move effectively and efficiently? • How do you determine whether a strategy is effective? • What can we do to be physically active and why is this important? • Why is it important to be physically fit and how can we stay fit? • How do we interact with others during physical activity? • How will physical activity help us now and in the future?

Physical Education Standards by Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	X	X	X	X	X	X
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	X	X	X	X	X	X
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	X	X	X	X	X	X
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	X	X	X	X	X	X
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	X	X	X	X	X	X

Unit 1: Personal Behavior

- Behavior, listening, following directions, and interacting with other peers
- Being prepared for class
- Showing up on time and working the whole class period
- Being a respectful person that understands teamwork and sportsmanship

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering…*

- ➔ How do we interact with others during physical activity and support one another?
- ➔ What can we do to be physically active and why is this important?
- ➔ Why is it important to be physically fit and how can we stay fit?
- ➔ How do we interact with others during physical activity?
- ➔ How will physical activity help us now and in the future?

UNIT PRIORITY STANDARDS: *Students will know and be able to…*	**LEARNING PRIORITY**	*Level 1* *Learning Targets:* *I can…*	***Level 2*** **LEARNING TARGETS:** *I can…*	***Level 3*** **LEARNING TARGETS:** *I can…*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.				
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		PE.S2.H1.L1 Identify movement concepts and principles (e.g., force, motion, and rotation) in a selected physical activity skill. PE.S2.H3.L1 Identify examples of historical and cultural roles within physical activity and dance forms. PE.S2.H5.L1 Identify the stages of learning motor skills for a variety of skills in a variety of different activities, including those from other cultures.	PE.S2.H1.L2 Describe the speed vs. accuracy tradeoff in physical activities with or without throwing and striking skills PE.S2.H3.L2 Compare similarities and differences of historical and cultural roles within physical activity and dance forms. PE.S2.H5.L2 Analyze the current stage of learning for specific skills and select the appropriate level of challenge for continued skill refinement.	PE.S2.H1.L3 Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and others in a selected skill. PE.S2.H3.L3 Analyze historical and cultural roles within physical activity and dance forms. PE.S2.H5.L3 Use S.M.A.R.T. goal setting to create a practice plan to improve performance for a self-selected skill.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing		•	•	•

level of physical activity and fitness.				
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• PE.S4.H1.L1 Identify best practices for participating safely (e.g., injury prevention, hydration, use of equipment, implementation of rules and etiquette, sun protection) in physical activities, exercise, dance, and outdoor activities. • PE.S4.H2.L1 Exhibit procedures, protocols, and respect for others, and teamwork while engaging in physical activity.	• PE.S4.H1.L2 Analyze a situation and adjust participation based on best practices to ensure the safety of self and others. • PE.S4.H2.L2 Reflect on the use of procedures, protocols, and respect, and the impact on self, peers and physical activity engagement.	• PE.S4.H1.L3 A. Evaluate factors that impact safety decisions based on the current situation (e.g., weather, level of difficulty due to conditions or ability). (WSELC 22) B. Create and apply a plan for participating in selected physical activity, exercise, dance, and outdoor activity for personal and group safety. (WSELC 22) • PE.S4.H2.L3 Examine moral and ethical conduct as it relates to physical activity engagement and how it impacts and influences self, others and community.
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• Identify positive mental, social, and emotional aspects of participating in a variety of physical activities. • PE.S5.H4.L1 Explore and participate in enjoyable activities that promote individual self expression in a variety of environments and seasons (e.g., indoor/outdoor/ water/snow/ice).	• PE.S5.H1.L2 Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary. • PE.S5.H4.L2 Select and participate in enjoyable activities that promote individual self expression in a variety of environments and seasons (e.g., indoor/outdoor/ water/snow/ice)	• PE.S5.H1.L3 Create and implement a plan or use self selected activities based on overall health and well-being. • PE.S5.H4.L3 Create, participate in, and modify physical activities or dance to meet the need for self-expression and enjoyment in a variety of environments and seasons (e.g., indoor/outdoor/water/snow/ice)

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

➔ Analyzing the Text Safety Procedures

- ➔ Apply correct rules and procedures in all physical activity settings.
- ➔ Explain the benefits of participation in a variety of activities in competitive and recreational settings.
- ➔ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- ➔ Model teamwork and sportsmanship in all activities.
- ➔ Demonstrate understanding of physical activity and what it does for my overall health.

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*
- ➔

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 2: Wellness Habits (Nutrition, Hydration)

Students will learn about healthy habits and how to set goals like (heart rate, hydration, sleep, fresh air, and nutrition), why it's important, how it helps their overall health, and how to track each habit to stay consistent on their health journey.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION:

- ➔ What can we do to be healthy in all dimensions of wellness and why is this important?
- ➔ Why is it important to be healthy, mind, body, and soul, and how can we stay healthy?
- ➔ How do we stay consistent and track our healthy habits?
- ➔ How will tracking help us now and in the future?

UNIT PRIORITY STANDARDS: *Students will know and be able to...*	**LEARNING PRIORITY**	***Level 1*** **LEARNING TARGETS:** *I can...*	***Level 2*** **LEARNING TARGETS:** *I can...*	***Level 3*** **LEARNING TARGETS:** *I can...*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		•	•	•
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		•	•	•

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• PE.S3.H1.L1 Discuss the benefits of a physically active lifestyle as it relates to lifetime well-being and productivity. • PE.S3.H4.L1 Identify risks and safety factors that might affect physical activity preferences throughout the life cycle. • PE.S3.H9.L1 Calculates heart rate training zones using different heart rate formulas (220-age, Karvonen, and other evidence-based formulas), and uses zones to explore how various physical activities impact heart rate. • PE.S3.H10.L1 Analyze current personal and social well- • being to create a plan to enhance or maintain at least two health-enhancing concepts. •	• PE.S3.H1.L2 Investigate the relationships among physical activity, nutrition, and body composition as it relates to lifetime well-being and productivity. • PE.S3.H4.L2 Analyze the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity beyond high school (in college or career settings). • Uses personalized target heart rate zones to create and implement a plan to meet target heart rate goals using various physical activities. • PE.S3.H10.L2 Refine and apply a personal and social well-being plan to enhance or maintain at least three health-enhancing concepts. •	• PE.S3.H1.L3 Develop a plan for physical activity beyond high school that relates to lifetime well-being and productivity. • PE.S3.H4.L3 Create a plan for physical activity participation based on personal life choices, economics, motivation, and accessibility in a college or career setting. • Apply fitness principles (SPORT, FITT, HIIT, and SAID) and personalized heart rate zones to evaluate and critique progress towards physical activity goals encompassing multiple components of fitness. • PE.S3.H10.L3 Develop and maintain a comprehensive wellness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement, journaling). •
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• PE.S4.H4.L1 Create short- and long-term health enhancing S.M.A.R.T. goals and create a plan to reach those goals. • PE.S4.H5.L1 Analyze feedback provided by a peer to determine accuracy using teacher- generated criteria. • PE.S4.H7.L1 Apply decision-making steps with consideration of well-being for self and others. •	• PE.S4.H4.L2 Reflect on the progress being made toward S.M.A.R.T. goals in order to adjust the steps and time frame to reach those goals.(WSELC 10) • PE.S4.H5.L2 Analyze and evaluate feedback provided by a peer to adapt and improve performance. • PE.S4.H7.L2 Evaluate decisions and analyze various actors that inform decision-making. •	• PE.S4.H4.L3 Assess and analyze the progress toward S.M.A.R.T. goals and adjust the plan or create new S.M.A.R.T. goals. • PE.S4.H5.L3 Implement an evaluation cycle (perform, reflect, implement correct feedback, and perform again). • PE.S4.H7.L3 Exhibit decision-making skills that promote a positive

				well-being and environment. (WSELC 20) •
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• PE.S5.H1.L1 Identify positive mental, social, and emotional aspects of participating in a variety of physical activities. • PE.S5.H2.L1 identify barriers to succeeding. (WSELC 11)	• PE.S5.H1.L2 Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary. • PE.S5.H2.L2 Recognize barriers to succeeding and identify supports to help overcome the barriers. (WSELC 11) •	• PE.S5.H1.L3 Create and implement a plan or use self- selected activities based on overall health and well-being. • PE.S5.H2.L3 Demonstrate perseverance when dealing with challenges and diversity. (WSELC 11) •

ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Performance-Based Task Description(s):

- ➔ Build your own smart goal
- ➔ Consistently track progress
- ➔ Apply knowledge from articles and discussions on different health topics.
- ➔ Reflect on goals and tracking throughout the term.
- ➔ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*

*peer observation & feedback**Strategies for Varied Level Learners***

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.

☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 3: Strength Training

Students will learn about the different lifts and muscles they work. They will learn how to incorporate strength training into their fitness plan using proper form and safety techniques with exercises that work their whole body.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering…*

- ➔ How does technique impact performance?
- ➔ Why is a safe environment important?
- ➔ How can we move effectively and efficiently?
- ➔ What can we do to be physically active and why is this important?
- ➔ Why is it important to be physically fit , strength train, and how can we stay fit?
- ➔ How do we interact with others during physical activity?
- ➔ How will physical activity help us now and in the future?
- ➔ What muscles will we be using when we lift specific lifts?

UNIT PRIORITY STANDARDS: *Students will know and be able to…*	**LEARNING PRIORITY**	***Level 1*** **LEARNING TARGETS:** *I can…*	***Level 2*** **LEARNING TARGETS:** *I can…*	***Level 3*** **LEARNING TARGETS:** *I can…*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		•	•	•
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• PE.S2.H1.L1 Identify movement concepts and principles (e.g., force, motion, and rotation) in a selected physical activity skill. •	• PE.S2.H1.L2 Describe the speed vs. accuracy trade-off in physical activities with or without throwing and striking skills.	• PE.S2.H1.L3 Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and others in a selected skill.
Standard 3: The student will		• PE.S3.H1.L1 Discuss the benefits of a physically active	• PE.S3.H1.L2 Investigate the relationships among physical	• PE.S3.H1.L3 Develop a plan for physical activity

demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		lifestyle as it relates to lifetime well-being and productivity. • PE.S3.H6.L1 Demonstrate appropriate technique of functional fitness, using body weight exercises, resistance-training, and free weights. • PE.S3.H8.L1 Identify the structure of skeletal muscles and fiber types as they relate to muscle development. •	activity, nutrition, and body composition as it relates to lifetime well-being and productivity. • PE.S3.H6.L2 Compare and contrast advantages and disadvantages of functional fitness, using body weight exercises, resistance-training, and free weights. • PE.S3.H8.L2 Analyze types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). •	beyond high school that relates to lifetime well-being and productivity. • PE.S3.H6.L3 Design and implement a strength and conditioning program that develops balance between opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. • PE.S3.H8.L3 Design a fitness workout focusing on strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for a specific area of personal fitness development (e.g., strength, endurance, range of motion). •
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• PE.S4.H1.L1 Identify best practices for participating safely (e.g., injury prevention, hydration, use of equipment, implementation of rules and etiquette, sun protection) in physical activities, exercise, dance, and outdoor activities.	• PE.S4.H1.L2 Analyze a situation and adjust participation based on best practices to ensure the safety of self and others.	• PE.S4.H1.L3 A. Evaluate factors that impact safety decisions based on the current situation (e.g., weather, level of difficulty due to conditions or ability). (WSELC 22) B. Create and apply a plan for participating in selected physical activity, exercise, dance, and outdoor activity for personal and group safety. (WSELC 22) •
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• PE.S5.H2.L1 Identify barriers to succeeding. (WSELC 11)	• PE.S5.H2.L2 Recognize barriers to succeeding and identify supports to help overcome the barriers.(WSELC 11)	• PE.S5.H2.L3 Demonstrate perseverance when dealing with challenges and diversity. (WSELC 11)

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ Monitor and adjust strength training exercises to meet needs and goals.
- ➔ Focus on proper form and use the overload principle to increase strength throughout the term.
- ➔ Achieve personal fitness goals after a period of training

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (Self-assessment logs, peer assessments, skill check offs)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 4: Personal Fitness Planning

Students will make a fitness plan involving strength training, cardio, group fitness, yoga, and mobility that targets lower, upper, core, and mobility movements. Students will incorporate training zones and other training principles in this planning.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering…*

- ➔ What different ways can the body move given a specific purpose?
- ➔ Why is it important to have a variety of movements in your fitness plan?
- ➔ Why is it important to incorporate rest and mobility days?
- ➔ How does technique impact performance?
- ➔ Why is a safe environment important?
- ➔ How can we move effectively and efficiently?
- ➔ What can we do to be physically active and why is this important?
- ➔ Why is it important to be physically fit and how can we stay fit?
- ➔ How do we interact with others during physical activity?
- ➔ How will physical activity help us now and in the future?

UNIT PRIORITY STANDARDS: *Students will know and be able to…*	**LEARNING PRIORITY**	***Level 1*** **LEARNING TARGETS:** *I can…*	***Level 2*** **LEARNING TARGETS:** *I can…*	***Level 3*** **LEARNING TARGETS:** *I can…*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		•	•	•
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• PE.S2.H1.L1 Identify movement concepts and principles (e.g., force, motion, and rotation) in a selected physical activity skill.	• PE.S2.H1.L2 Describe the speed vs. accuracy trade-off in physical activities with or without throwing and striking skills.	• PE.S2.H1.L3 Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and others in a selected skill.

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• PE.S3.H10.L1 Analyze current personal and social well-being to create a plan to enhance or maintain at least two health-enhancing Concepts. • PE.S3.H11.L1 Identify the components of skill-related fitness and health-related fitness in relation to life and career goals.	• PE.S3.H10.L2 Refine and apply a personal and social well-being plan to enhance or maintain at least three health-enhancing concepts. • PE.S3.H11.L2 Analyze the components of skill-related fitness and health-related fitness in relation to life and career goals, and employ fitness principles (SPORT, FITT,HIIT, and SAID) to design an appropriate fitness program for those goals.	• PE.S3.H10.L3 Develop and maintain a comprehensive wellness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals,timeline for improvement, journaling). • PE.S3.H11.L3 Apply fitness principles (SPORT, FIT,HIIT, and SAID) in designing a fitness program, including all components of skill-related fitness and health-related fitness, for a college student or an employee in the learner's chosen field of work.
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• PE.S4.H1.L1 Identify best practices for participating safely (e.g., injury prevention, hydration, use of equipment, implementation of rules and etiquette, sun protection) in physical activities, exercise, dance, and outdoor activities.	• PE.S4.H1.L2 Analyze a situation and adjust participation based on best practices to ensure the safety of self and others.	• PE.S4.H1.L3 A. Evaluate factors that impact safety decisions based on the current situation (e.g., weather, level of difficulty due to conditions or ability). (WSELC 22) B. Create and apply a plan for participating in selected physical activity, exercise, dance, and outdoor activity for personal and group safety. (WSELC 22)
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		•	• PE.S5.H2.L2 Recognize barriers to succeeding and identify supports to help overcome the barriers.(WSELC 11)	• PE.S5.H2.L3 Demonstrate perseverance when dealing with challenges and diversity. (WSELC 11)

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ Monitor and adjust a personal fitness program to meet needs and goals.
- ➔ Achieve personal fitness goals after a period of training

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *Peer observation & feedback*
- ➔

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 5: Yoga/Pilates

Students will learn the movements and benefits to mobility training for their overall health, flexibility, and core strength.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- ➔ *Why is Yoga/Pilates important?*
- ➔ *Why do we need recovery days?*
- ➔ *What is the importance of flexibility and range of motion?*
- ➔ *How does Yoga/Pilates help with our overall health?*
- ➔ *How does Yoga/Pilates help with our focus and stress management?*
- ➔ How will physical activity help us now and in the future?
- ➔

UNIT PRIORITY STANDARDS: *Students will know and be able to...*	**LEARNING PRIORITY**	***Level 1*** **LEARNING TARGETS:** *I can...*	***Level 2*** **LEARNING TARGETS:** *I can...*	***Level 3*** **LEARNING TARGETS:** *I can...*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		•	•	•
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• PE.S2.H1.L1 Identify movement concepts and principles (e.g., force, motion, and rotation) in a selected physical activity skill. •	•	• PE.S2.H1.L3 Use movement concepts and principles e.g., force, motion, rotation) to analyze and improve performance of self and others in a selected skill. •
Standard 3: The student will demonstrate the		• PE.S3.H13.L1 Identify stress-management strategies (e.g., mental	• PE.S3.H13.L2 Apply stress-management strategies (e.g., mental imagery, relaxation	• PE.S3.H13.L3 Lead a small group through a stress- management

knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. •	techniques, deep breathing, aerobic exercise, meditation) to reduce stress. •	activity (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. •
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• PE.S4.H5.L1 Analyze feedback provided by a peer to determine accuracy using teacher-generated criteria. • PE.S4.H6.L1 Use communication skills and strategies that promote positive outcomes. • PE.S4.H7.L1 Apply decision-making steps with consideration of well-being for self and others. •	• PE.S4.H5.L2 Analyze and evaluate feedback provided by a peer to adapt and improve performance. • PE.S4.H6.L2 Analyze personal role in a conflict to resolve differences and promote positive outcomes in the future. • PE.S4.H7.L2 Evaluate decisions and analyze various factors that inform decision-making. •	• PE.S4.H5.L3 Implement an evaluation cycle (perform, reflect, implement correct feedback, and perform again). • PE.S4.H6.L3 Apply strategies to consistently resolve conflicts in a variety of settings (e.g., school, work, community, and personal relationships).(WSELC 19) • PE.S4.H7.L3 Exhibit decision-making skills that promote a positive well-being and Environment. (WSELC 20) •
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• PE.S5.H3.L1 Explore and participate in physical activities or dance that meet the need for self-expression and enjoyment. • PE.S5.H1.L1 Identify positive mental, social, and emotional aspects of participating in a variety of physical activities. •	• PE.S5.H3.L2 Select and participate in physical activities and dance according to the current needs of the individual (e.g., energizing, relaxing, calming, individual, and group). • PE.S5.H1.L2 Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary. •	• PE.S5.H3.L3 Create, participate in, and modify physical activities or dance to meet the need for self-expression and enjoyment. • PE.S5.H1.L3 Create and implement a plan or use self-selected activities based on overall health and well-being. •

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ Monitor and adjust yoga/meditation exercises to meet needs and goals.
- ➔ Focus on relaxation, range of motion, and mobility.

➔ Achieve personal fitness goals, stress release, core strength, and flexibility.

Success Criteria Rubrics

➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (Self-assessment logs, peer assessments, skill check offs)*
➔ *Feedback targeted to skill student is working towards*
➔ *Small group or individual skill work as needed*
➔ *Quick write or oral discourse on essential questions or unit specific topic*
➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
➔ *Formative skills checks*
➔ *Key vocabulary checks*
➔ *peer observation & feedback*
➔

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 6: Zumba/Aerobics-Water Aerobics

Students will learn how to move in a group fitness setting and be able to express themselves in dance and movement.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering…*

- ➔ *How do I get my heart rate up in lower impact exercise?*
- ➔ *Why is it important to change up our workouts throughout the week and train in different zones?*
- ➔ *How can being in a group fitness setting motivate us to stay active?*
- ➔ Why is it important to be physically fit and how can we stay fit?
- ➔ How do we interact with others during physical activity?
- ➔ How will physical activity help us now and in the future?
- ➔

UNIT PRIORITY STANDARDS: *Students will know and be able to…*	**LEARNING PRIORITY**	***Level 1*** **LEARNING TARGETS:** *I can…*	***Level 2*** **LEARNING TARGETS:** *I can…*	***Level 3*** **LEARNING TARGETS:** *I can…*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		•	•	•
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• PE.S2.H1.L1 Identify movement concepts and principles (e.g., force, motion, and rotation) in a selected physical activity skill. •	•	• PE.S2.H1.L3 Use movement concepts and principles e.g., force, motion, rotation) to analyze and improve performance of self and others in a selected skill. •
Standard 3: The student will demonstrate the		• PE.S3.H13.L1 Identify stress-management strategies (e.g., mental	• PE.S3.H13.L2 Apply stress-management strategies (e.g., mental imagery, relaxation	• PE.S3.H13.L3 Lead a small group through a stress- management

knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. • PE.S3.H1.L1 Discuss the benefits of a physically active lifestyle as it relates to lifetime well-being and productivity. • PE.S3.H5.L1 Explore local community for physical activity opportunities. •	techniques, deep breathing, aerobic exercise, meditation) to reduce stress. • PE.S3.H1.L2 Investigate the relationships among physical activity, nutrition, and body composition as it relates to lifetime well-being and productivity. • PE.S3.H5.L2 Evaluate activities that can be pursued in the local environment according to their benefits, social support network, and participation requirements. •	activity (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. • PE.S3.H1.L3 Develop a plan for physical activity beyond high school that relates to lifetime well-being and productivity. •
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• PE.S4.H5.L1 Analyze feedback provided by a peer to determine accuracy using teacher-generated criteria. • PE.S4.H6.L1 Use communication skills and strategies that promote positive outcomes. • PE.S4.H7.L1 Apply decision-making steps with consideration of well-being for self and others. •	• PE.S4.H5.L2 Analyze and evaluate feedback provided by a peer to adapt and improve performance. • PE.S4.H6.L2 Analyze personal role in a conflict to resolve differences and promote positive outcomes in the future. • PE.S4.H7.L2 Evaluate decisions and analyze various factors that inform decision-making. •	• PE.S4.H5.L3 Implement an evaluation cycle (perform, reflect, implement correct feedback, and perform again). • PE.S4.H6.L3 Apply strategies to consistently resolve conflicts in a variety of settings (e.g., school, work, community, and personal relationships).(WSELC 19) • PE.S4.H7.L3 Exhibit decision-making skills that promote a positive well-being and Environment. (WSELC 20) •
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• PE.S5.H3.L1 Explore and participate in physical activities or dance that meet the need for self-expression and enjoyment. • PE.S5.H1.L1 Identify positive mental, social, and emotional aspects of participating in a variety of physical activities. • PE.S5.H4.L1 Explore and participate in enjoyable activities that promote individual self- expression in a	• PE.S5.H3.L2 Select and participate in physical activities and dance according to the current needs of the individual (e.g., energizing, relaxing, calming, individual, and group). • PE.S5.H1.L2 Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary. • PE.S5.H4.L2 Select and participate in enjoyable activities that promote individual	• PE.S5.H3.L3 Create, participate in, and modify physical activities or dance to meet the need for self-expression and enjoyment. • PE.S5.H1.L3 Create and implement a plan or use self-selected activities based on overall health and well-being. • PE.S5.H4.L3 Create, participate in, and modify

		variety of environments and seasons (e.g., indoor/outdoor/water/snow/ice). •	self-expression in a variety of environments and seasons (e.g., indoor/outdoor/water/snow/ice). •	physical activities or dance to meet the need for self-expression and enjoyment in a variety of environments and seasons (e.g., indoor/outdoor/water/snow/ice). •

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ Demonstrate AND explain several motor skills and movement patterns needed to perform a variety of aerobic activities.
- ➔ Identify the health and skill related fitness components that impact performance in aerobic activity.
- ➔ Apply correct concepts and procedures in all aerobic activity.
- ➔ Explain the benefits of participation in a variety of aerobic movements.
- ➔ Time for aerobic expression and creativity.

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness/ aerobic assessment data (e.g.- heart rate-zone training),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.

questioning used.		
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Extensions

➔