



Course Overview

High School | 11 & 12 | Fitness & Lifetime Activities - Last Updated on April 2, 2025

DESCRIPTION

K-12 Content Area | Mission & Philosophy Statement

- Empowered, health-literate individuals, equipped with the knowledge and skills for lifelong physical activity and wellness, proactively balance physical, mental, social and emotional health needs.
- Leaders and active participants in health and wellness initiatives with a strong sense of ownership and responsibility for their health and that of their peers drive positive change within their communities, demonstrating commitment to collective well-being.
- Benefiting from partnerships with local health organizations and wellness professionals, learners cultivate informed, community-minded individuals who value collaboration and the importance of holistic health education for themselves and their families.
- In a school environment that models health and well-being through policies and daily practices—like offering healthy eating options and providing spaces for emotional support—physically literate learners prioritize their health and wellness through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery. They become accustomed to integrating physical activity into their daily routines, setting the foundation for a balanced and healthy lifestyle.

Course Description

This is an elective course to improve the personal level of wellness with concentration on the 5 components of fitness and health. The students will graph and chart their personal goals, engage in physical activity and develop skills in the three areas of complete wellness. The students will demonstrate ways to maintain their health and wellness and plan for a physically active life as young adults. The program will include various aerobic activities, weight training and lifetime activities. The course is designed to promote a comprehensive active workout each day, so that the student can smile and sweat at the same time.

When studying lifetime activities students will be able to apply game strategies for different categories of physical activities; demonstrate teamwork, cooperation, and sportsmanship during game play; assess and use strategies for enhancing adult group interaction in physical activities; accept different levels of progress and ability; develop a positive attitude toward the development of improving coordination skills and cardiovascular endurance; evaluate movement forms for appropriate application of scientific and bio-mechanical principles; evaluate factors that affect physical activity and exercise preferences in their individualized fitness program. While developing a personalized fitness plan students will be able to analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities; evaluate how changes in adult health status may affect the response of body systems during moderate to vigorous physical activities; create an individualized weight training plan that is individually appropriate for meeting the student's muscular strength and endurance goals.

To strengthen aquatic skills, students will be able to recover objects from the bottom of the pool demonstrating a surface dive; participate in various aerobic activities that will help them to reach their target heart rate; demonstrate the strokes correctly as recommended by the Red Cross of the National Federation Rule Book; utilize the mask, fin, and snorkel during a 20 minute timed snorkel test; demonstrate the basic skill of making a reaching assist without entering the water; exhibit an ability to execute skills necessary to make them reasonably safe in, on, or around the water. Lastly, students will analyze the effects of regular



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participation in a self-selected program of moderate to vigorous physical activities; incorporate and synthesize knowledge of exercise principles to create a fitness program; evaluate and engage in individualized physical activity plan that supports achievement of personal fitness and activity goals.

STANDARDS

Pennsylvania - Grade 12 - Health, Safety, and Physical Education

- 10.5.12.F
- 10.5.12.E
- 10.5.12.C
- 10.5.12.A

Pennsylvania - Grade 9 - Health, Safety, and Physical Education

- 10.5.9.C

COURSE OBJECTIVES

Specific objectives for this course are aligned to the Pennsylvania Department of Education Standards for Health, Safety and Physical Education.

ASSESSMENT TYPES

The following assessment types will be used during the course:

- Curriculum-based Measures
- Formative Assessments
- Performance-based Assessments
- Summative Assessments

SUGGESTED METHODS OF INSTRUCTION

A health and physical education program demands the use of a variety of instructional strategies to foster active and healthy habits. Below is a list of suggested strategies for high-quality instruction:

- Instructional components outlined in *The Framework for Teaching* by Charlotte Danielson
- Cooperative learning and collaboration
- Inquiry & Project-based learning

RESOURCES

District Approved Program Resources	District Approved Supplemental Resources	District Approved Technology Resources
Equipment and supplies		