



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Foundations of Fitness Curriculum

Course Description: This course applies the principles, practices and the importance of lifelong fitness. Students participate in fitness evaluations to determine fitness goals and participate in a variety of activities to promote overall fitness and health. As a result, students will be able to continue to apply the connection between health and regular physical activity after completing this course. This course cannot be repeated.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
Ongoing	Introduction to Fitness	Topic 1: Phases of Exercise Topic 2: Components of Fitness Topic 3: F.I.T.T.
Ongoing	Games and Sports	Topic 1: Drills and Skills
Ongoing	Lifetime Activity	Topic 1: Fitness Testing Topic 2: Fitness Plans and Goals

Note: "Ongoing" signifies that units spiral and overlap and are all continually worked on throughout the entirety of the term

Sample: [Structure that illustrates how all of the above are collectively a part of one day's activities](#)

Curriculum Revision Tracking

Spring 2026:

- Standards used for the course changed to the [SHAPE PE National Standards](#) to be consistent with Missouri Learning Standards, which adopted the SHAPE national standards as their state standards for PE in 2024
- Priority standards have broken down into student-centric learning targets to provide more clarity in learning for both teachers and students.
- Clarification, and sample daily/lesson structures, provided to better illustrate the ongoing and spiraling nature of the unit topics and how they will all simultaneously be points of emphasis throughout a typical day/unit

Introduction to Fitness

Subject: Foundations of Fitness

Grade: 9-12

Name of Unit: Introduction to Fitness

Length of Unit: Ongoing

Overview of Unit: Students will be participating in a variety of activities that improve fitness and overall health to promote an active lifestyle. An effective activity plan consists of 3 phases of exercise, activities specifically relating to the 5 components of fitness, and using the F.I.T.T. principles as a guideline.

Priority Standards for unit:

- [SHAPE Standard 1](#): Develops a variety of motor skills.
- [SHAPE Standard 2](#): Applies knowledge related to movement and fitness concepts.
- [SHAPE Standard 3](#): Develops social skills through movement.
- [SHAPE Standard 4](#): Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Unwrapped Priority Standards:

Priority Standard: [SHAPE Standard 1](#) Develops a variety of motor skills.

Learning Targets	Webb's DOK Level
	Bloom's Level
1.12.5 Demonstrates appropriate technique in cardiovascular training.	2
	Apply
1.12.6 Demonstrates appropriate technique in muscular strength and endurance training.	2
	Apply
1.12.7 Demonstrates appropriate technique in flexibility training.	2
	Apply
1.12.8 Demonstrates appropriate technique in skill-related fitness training.	2
	Apply

Priority Standard: [SHAPE Standard 2](#) Applies knowledge related to movement and fitness concepts.

Learning Targets	Webb's DOK Level
	Bloom's Level
2.12.5 Analyzes how health and fitness will impact quality of life after high school.	3
	Analyze
2.12.6 Establishes a goal and creates a practice plan to improve performance for a self-selected skill.	3
	Create
2.12.7 Applies the principles of exercise in a variety of self-selected lifetime physical activities.	2
	Apply
2.12.8 Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises.	3
	Create
2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.	3
	Evaluate

2.12.10 Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes	2
	Apply
2.12.11 Discusses the benefits of a physically active lifestyle as it relates to young adulthood.	2
	Understand
2.12.12 Applies knowledge of rest when planning regular physical activity.	2
	Apply
2.12.16 Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity.	2
	Understand

Priority Standard: SHAPE Standard 3 Develops social skills through movement.	
Learning Targets	Webb's DOK Level
	Bloom's Level
3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.	2
	Apply
3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).	2
	Apply
3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.	3
	Analyze

Priority Standard: [SHAPE Standard 4](#) Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Learning Targets	Webb's DOK Level
	Bloom's Level
4.12.1 Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.	2
	Apply
4.12.2 Selects and participates in physical activities that meet the need for social interaction.	2
	Apply
4.12.3 Identifies and participates in physical activity that positively affects health.	2
	Apply
4.12.4 Chooses and participates in physical activity based on personal interests.	2
	Apply
4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.	2
	Apply
4.12.6 Sets and develops movement goals related to personal interests.	3
	Create
4.12.7 Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).	3
	Analyze
4.12.9 Reflects on movement experiences during physical education to develop an understanding of how movement is personally meaningful.	3
	Analyze

Essential Questions:

1. How can understanding the phases of exercise help you build a safe and effective lifelong fitness routine? (Dynamic/Warm-up, Workout, Static/Cooldown)
2. How is total health measured using the 5 components of fitness?
3. How does the F.I.T.T. principle affect a long-term fitness plan?

Enduring Understanding/Big Ideas:

1. An appropriately designed workout program prepares the body for safe and effective activity.
2. The Fitnessgram test measures cardiovascular endurance, muscle strength and endurance, flexibility and body composition.
3. The FITT principle are specific components of a workout program designed to monitor an effective and progressive workout.

Unit Vocabulary:

Content/Domain Specific
Three Phases of Exercise: Dynamic/Warmup, Workout, Static/Cooldown Components of Fitness Cardiovascular Endurance Muscular Endurance Muscular Strength Flexibility Body Composition F.I.T.T. Principle: Frequency, Intensity, Time, Type

Resources for Vocabulary Development:

Shapeamerica.org

Topic 1: Phases of Exercise

Engaging Experience

Title: Warm Up, Workout, Cool Down

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- [SHAPE Standard 1](#): Develops a variety of motor skills.
- [SHAPE Standard 2](#): Applies knowledge related to movement and fitness concepts.
- [SHAPE Standard 3](#): Develops social skills through movement.
- [SHAPE Standard 4](#): Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Supporting Standards:

- 1.12.5 Demonstrates appropriate technique in cardiovascular training.
- 1.12.6 Demonstrates appropriate technique in muscular strength and endurance training.
- 1.12.7 Demonstrates appropriate technique in flexibility training.
- 2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.
- 3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
- 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
- 4.12.1 Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.
- 4.12.2 Selects and participates in physical activities that meet the need for social interaction.
- 4.12.3 Identifies and participates in physical activity that positively affects health.
- 4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Detailed Description/Instructions: Demonstrate a variety of warmups, workout, and cool down options and explain how they can reduce injury.

Bloom's Levels: Apply

Webb's DOK: 1

Topic 2: Components of Fitness

Engaging Experience 2

Title: Components of Fitness

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- [SHAPE Standard 1](#): Develops a variety of motor skills.
- [SHAPE Standard 2](#): Applies knowledge related to movement and fitness concepts.
- [SHAPE Standard 3](#): Develops social skills through movement.
- [SHAPE Standard 4](#): Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Supporting Standards:

- 1.12.5 Demonstrates appropriate technique in cardiovascular training.
- 1.12.6 Demonstrates appropriate technique in muscular strength and endurance training.
- 1.12.7 Demonstrates appropriate technique in flexibility training.
- 1.12.8 Demonstrates appropriate technique in skill-related fitness training.
- 2.12.7 Applies the principles of exercise in a variety of self-selected lifetime physical activities.
- 2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.
- 2.12.12 Applies knowledge of rest when planning regular physical activity.
- 2.12.16 Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity.
- 3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
- 3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
- 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
- 4.12.2 Selects and participates in physical activities that meet the need for social interaction.
- 4.12.3 Identifies and participates in physical activity that positively affects health.
- 4.12.6 Sets and develops movement goals related to personal interests.
- 4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.

- 4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Detailed Description/Instructions: Learn the five components of fitness (cardiovascular, muscle endurance, muscle strength, flexibility, body composition) and participate in components of fitness on a daily basis through specific fitness exercises and/ or sports and games.

Bloom's Levels: Remember

Webb's DOK: 1

Topic 3: F.I.T.T.

Engaging Experience

Title: F.I.T.T. Principle

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- [SHAPE Standard 1](#): Develops a variety of motor skills.
- [SHAPE Standard 2](#): Applies knowledge related to movement and fitness concepts.
- [SHAPE Standard 3](#): Develops social skills through movement.
- [SHAPE Standard 4](#): Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Supporting Standards:

- 2.12.5 Analyzes how health and fitness will impact quality of life after high school.
- 2.12.6 Establishes a goal and creates a practice plan to improve performance for a self-selected skill.
- 2.12.8 Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises.
- 2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.
- 2.12.10 Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes.
- 2.12.11 Discusses the benefits of a physically active lifestyle as it relates to young adulthood.
- 2.12.12 Applies knowledge of rest when planning regular physical activity.
- 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
- 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
- 4.12.1 Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.
- 4.12.2 Selects and participates in physical activities that meet the need for social interaction.
- 4.12.3 Identifies and participates in physical activity that positively affects health.
- 4.12.4 Chooses and participates in physical activity based on personal interests.

- 4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
- 4.12.6 Sets and develops movement goals related to personal interests.
- 4.12.7 Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).
- 4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Detailed Description/Instructions: Describe the F.I.T.T. principle and explain how these aspects relate to the progression of physical activity. (frequency, intensity, time, type)
We will see this worksheet two times. In Unit 1 giving autonomy and then in Unit 3 for the reflection piece.

Bloom's Levels: Remember

Webb's DOK: 1

Helpful Resources:

[Use the following worksheet to set and outline your FITT goal](#)

FITT Principle Worksheet

Name: _____ Date: _____

What is the FITT Principle?

The FITT Principle helps you plan a safe and effective workout.

- **F – Frequency:** How often you exercise
 - **I – Intensity:** How hard you exercise
 - **T – Time:** How long you exercise
 - **T – Type:** What kind of exercise you do
-

Example FITT Plan

FITT Component	Example (Running)
Frequency	3 days per week
Intensity	Moderate (can talk but not sing)
Time	25 minutes
Type	Cardio / Aerobic Exercise

Your FITT Plan

Chosen Activity: _____

FITT Component	Your Answer
Frequency (days/week)	_____
Intensity (Low / Moderate / Vigorous)	_____
Time (minutes per session)	_____
Type (cardio, strength, flexibility, sport, etc.)	_____

SMART Goal (Specific, Measurable, Achievable, Relevant, Time-Bound)

SMART =

- **S — Specific:** What exactly do you want to do?
- **M — Measurable:** How will you know you did it?
- **A — Achievable:** Is it realistic for you right now?
- **R — Relevant:** Does it matter to you?
- **T — Time-bound:** When will you finish?

SMART Goal: _____

How does your FITT plan help you reach this goal?

Engaging Scenario

Engaging Scenario After learning the five components of fitness and benefits of each, students will participate in the Fitnessgram tests to identify their current levels and compare it to the Missouri Health Fitness Standards.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Phases of Exercises	Warm Up, Workout, and Cool Down	Demonstrate a variety of warmups, workout, and cool down options	Ongoing
Components of Fitness	Five Components of Fitness	Learn the five components of fitness (cardiovascular, muscle endurance, muscle strength, flexibility, body composition) and participate in components of fitness on a daily basis through specific fitness exercises and/ or sports and games. See Unit 3, Topic 1 for the FitnessGram Tracking Sheet	Ongoing
F.I.T.T.	F.I.T.T. Principle	Describe the F.I.T.T. principle and explain how these aspects relate to the progression of physical activity. (frequency, intensity, time, type) See FITT Principle worksheet	Ongoing

Resources:

[Aerobic Capacity](#)

- This video is helpful in explaining cardiovascular activity for the components of fitness.

[Muscular Strength](#)

- This video is helpful in explaining muscular strength for the components of fitness.

[FG_Components.pdf](#)

- This is helpful because it's a visual of the components of fitness for the students.

Games and Sports

Subject: Foundations of Fitness

Grade: 9-12

Name of Unit: Games and Sports

Length of Unit: Ongoing

Overview of Unit: In addition to learning new games and sports how they positively affect health, the proper skills, rules, and safety techniques are addressed.

Priority Standards for unit:

- [SHAPE Standard 1](#): Develops a variety of motor skills.
- [SHAPE Standard 2](#): Applies knowledge related to movement and fitness concepts.
- [SHAPE Standard 3](#): Develops social skills through movement.
- [SHAPE Standard 4](#): Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Unwrapped Priority Standards:

Priority Standard: SHAPE Standard 1 Develops a variety of motor skills.	
Learning Targets	Webb's DOK Level
	Bloom's Level
1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.	2
	Apply
1.12.2 Demonstrates activity-specific movement skills in a variety of recreational and backyard games.	2
	Apply
1.12.3 Demonstrates activity-specific movement skills in a variety of outdoor pursuits.	2
	Apply

Priority Standard: [SHAPE Standard 2](#) Applies knowledge related to movement and fitness concepts.

Learning Targets	Webb's DOK Level
	Bloom's Level
2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports & activities.	2
	Apply
2.12.2 Demonstrates knowledge of tactics and strategies within recreational & backyard games.	2
	Apply
2.12.3 Demonstrates knowledge of tactics and strategies within outdoor pursuits.	2
	Apply
2.12.5 Analyzes how health and fitness will impact quality of life after high school.	3
	Analyze
2.12.12 Applies knowledge of rest when planning regular physical activity.	2
	Apply
2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).	3
	Analyze
2.12.14 Identifies and discusses the historical and cultural roles of games, sports and dance in a society.	2
	Apply

Priority Standard: SHAPE Standard 3 Develops social skills through movement.	
Learning Targets	Webb's DOK Level
	Bloom's Level
3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.	2
	Apply
3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.	2
	Apply
3.12.4 Implements and provides feedback to improve performance without prompting from teacher.	3
	Evaluate
3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).	2
	Apply
3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.	3
	Analyze

Priority Standard: SHAPE Standard 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.	
Learning Targets	Webb's DOK Level
	Bloom's Level
4.12.1 Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.	2
	Apply
4.12.2 Selects and participates in physical activities that meet the need for social interaction.	2
	Apply

4.12.3 Identifies and participates in physical activity that positively affects health.	2
	Apply
4.12.4 Chooses and participates in physical activity based on personal interests.	2
	Apply
4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.	2
	Apply
4.12.7 Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).	3
	Analyze
4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.	3
	Analyze
4.12.9 Reflects on movement experiences during physical education to develop an understanding of how movement is personally meaningful.	3
	Analyze

Essential Questions:

1. How can games and sports help develop a healthy lifestyle?

Enduring Understanding/Big Ideas:

1. Activities that increase the heart rate and respiration improve cardiovascular endurance.
Individual and team sports/ games can contribute to positive social experiences, improved self-esteem, promote interest in new activities, and improve fitness.

Unit Vocabulary:

Content/Domain Specific
Technique Strategy

Topic 1: Drills and Skills

Engaging Experience

Title: Drills and Skills

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- [SHAPE Standard 1](#): Develops a variety of motor skills.
- [SHAPE Standard 2](#): Applies knowledge related to movement and fitness concepts.
- [SHAPE Standard 3](#): Develops social skills through movement.
- [SHAPE Standard 4](#): Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Supporting:

- 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
- 1.12.2 Demonstrates activity-specific movement skills in a variety of recreational and backyard games.
- 1.12.3 Demonstrates activity-specific movement skills in a variety of outdoor pursuits.
- 2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports & activities.
- 2.12.2 Demonstrates knowledge of tactics and strategies within recreational & backyard games.
- 2.12.3 Demonstrates knowledge of tactics and strategies within outdoor pursuits.
- 2.12.5 Analyzes how health and fitness will impact quality of life after high school.
- 2.12.12 Applies knowledge of rest when planning regular physical activity.
- 2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).
- 2.12.14 Identifies and discusses the historical and cultural roles of games, sports and dance in a society.
- 3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
- 3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.

- 3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.
- 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
- 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
- 4.12.1 Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.
- 4.12.2 Selects and participates in physical activities that meet the need for social interaction.
- 4.12.3 Identifies and participates in physical activity that positively affects health.
- 4.12.4 Chooses and participates in physical activity based on personal interests.
- 4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
- 4.12.7 Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).
- 4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.
- 4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Detailed Description/Instructions: Students will participate in a variety of games and sports that emphasize good sportsmanship, correct skills, and improve fitness. Games include but are not limited to: Volleyball, basketball, kickball/matball, flag football/ultimate, soccer, tennis, volley tennis, badminton, whiffle ball

Bloom's Levels: Apply

Webb's DOK: 1

Engaging Scenario

Engaging Scenario After learning proper technique of a variety of games and sports students will participate in team and individual activities demonstrating good sportsmanship.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Drills and Skills	Drills and Skills	Students will participate in a variety of games and sports that emphasize good sportsmanship, correct skills, and improve fitness	Ongoing

Suggested layout for class structures:

DAILY AGENDA

<u>10 min</u>	Dynamic Warm Up
	Fitness Activity: Strength or Cardio
<u>5-10 min</u>	Instruction/Lead Up/Vocabulary building
<u>TBD</u>	Game- Typically opposite of Fitness Activity (ie: Strength Activity, Cardio game)
	Optional: Formative Assessment (ie. self-assessment, peer-assessment)
<u>5 mins</u>	Static Stretch/ Cool Down

EXAMPLE OF LESSON PLAN

<u>10 min</u>	Dynamic Warm-Up High Knees, Butt Kickers, Knee Pulls, Quad Pulls, walking lunges with a twist, Inchworms, Heel Sweep, Body Squats, Hand Release Push Ups *these activities are performed from side line to side line for approximately 10 mins
<u>10-15 mins</u>	Fitness Activity: Strength Day 3 Sets 10 squats 8–12 push-ups 10 lunges per leg 20–30 sec plank 10 glute bridges *provide time for rest in between each set
<u>5-10 min</u>	Instruction: It's important to work strength 2 to 3 times a week. Our game today will be movement focused and getting our Heart Rate up. *this game was chosen because it was a strength day so we are countering it with a more cardio type activity.
<u>15-20 mins</u>	Game- Ultimate Frisbee How to play Ultimate Split class into 3 teams. Team 1 & 2 will play for 5 mins, while team 3 is waiting. Rotate through time and keep score. The basketball court can act as the field and baseline for the scoring zone
<u>Optional</u>	Formative Assessment: Rating Scale Students come together before stretching and you give them a scale 1-5 and a reflection prompt. Students will then rate 1-5 on their hands for you to see.
<u>5 mins</u>	Static Cool Down: *Have class circle up in the middle of the gym Right arm across the chest, Left arm across the chest, Right arm behind the head, Left arm

	behind the head, forward fold, sitting butterfly, right leg hurdle stretch, left leg hurdle stretch, quad stretch
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In the following charts, you will find examples you can use for Dynamic stretching, Strength and cardio activities, different games and static stretches. All of these are suggestions and you are not just limited to them:

Dynamic stretching:

High Knees	High Knees
Butt Kickers	Butt Kicks
Walking Hip Openers	https://www.youtube.com/shorts/EtbyY48FT2s
Knee to Chest (Knee Hugs)	
Walking Hamstring Stretch (Heel Sweeps)	
Bear Crawl	Bear Crawl
Mountain Climbers	Mountain Climbers
Push Ups	Pushups
Walking Lunge	Lunge

**perform these exercises from side line to side line*

Strength Activities:

Bodyweight Squats	Squat (Bodyweight) Fit for the 500 IU Health Sports Performance
Pike Hold	Pike Hold
Wall Sits	How to Do a Wall Sit Exercise 30 Seconds MedBridge
Plank Hold	Core Exercise: Plank
Wall Push-Ups	CHA Rehab - Wall Push-Ups

Cardio Activities:

Jumping Jacks or Step Jacks	<u>Jumping Jack Exercise for Weight Loss Cardio & Fat Burn Workout at Home @cult.official</u>
March in Place	<u>Marching in Place Demonstrated by a Physical Therapist</u>
Mountain Climbers	<u>How to Do Mountain Climbers The Right Way Well+Good</u>
Lunges	<u>Weekly Workout: Beginner Lunge</u>
Jogging 2 laps	<u>Correct Jogging Form</u>

Games:

Pair with	Activity	Why	Description
Cardio	Volley Tennis	Volley Tennis is more of a stationary game and will not increase the HR to higher levels	Volley Tennis, which is also known as Bayou Ball, is a hybrid sport consisting of the skills and rules of Volleyball and Tennis. It is a low impact game that is easy on the joints but still requires agility, reaction time, and basic movement skills.
Cardio	Knockout	Knockout does not involve the aerobic capacity of that of a Cardio workout	basketball shooting game where players line up and take turns shooting. If the player behind scores before the player in front, the front player is eliminated. The game continues until one player remains.
Cardio	Volleyball	Volleyball is more stationary, using quick twitch muscle where Cardio is slow twitch, elongating muscles	Volleyball is a team sport where players work together to hit a ball over a net and into the opponent's court. Teams can use up to three touches to return the ball, focusing on skills like passing, setting, hitting, and communication.
Strength	Ultimate football	Ultimate Football involves constant movement and running, countering the stationary strength activities such as lifting	Ultimate Football is a fast-paced, non-contact team game where players pass a football to teammates and score by catching it in the end zone. Players cannot run with the ball and must rely on teamwork, communication, and quick passing to advance down the field.
Strength	Mat Ball	Mat Ball involves longer durations of running and can create the desired HR exertion	Mat Ball is kickball but with bigger bases and players can stay on a base for as long as they want. Players have to touch all bases, including home, to score a run
Strength	2 Base Kickball	2 Base Kickball involves longer durations of running and can create the desired HR exertion	Like Mat Ball, but played with only 2 bases, besides homeplate. After kicking, players can choose to run either direction. They must run to the other base and then back to their original base to score 1 point.

Static Stretching:

*To be done in a circle or rows

Shoulder Stretch	Fitness: Static Stretches
Tricep Stretch	
Neck Flexion	
Standing Toe Touch	
Hurdle Stretch	https://www.youtube.com/shorts/DuT39TfETYY
Quad Stretch	Stretching Exercises - Quad stretch

Lifetime Activity

Subject: Foundations of Fitness

Grade: 9-12

Name of Unit: Lifetime Activity

Length of Unit: Ongoing

Overview of Unit: Students will be participating in a variety of activities that improve fitness and overall health to promote an active lifestyle. Students will assess their current fitness levels and after evaluating results, will create a plan for improvement and post-secondary.

Priority:

- [SHAPE Standard 1](#): Develops a variety of motor skills.
- [SHAPE Standard 2](#): Applies knowledge related to movement and fitness concepts.
- [SHAPE Standard 3](#): Develops social skills through movement.
- [SHAPE Standard 4](#): Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Unwrapped Priority Standards:

Priority Standard: SHAPE Standard 1 Develops a variety of motor skills.	
Learning Targets	Webb's DOK Level
	Bloom's Level
1.12.5 Demonstrates appropriate technique in cardiovascular training.	2
	Apply
1.12.6 Demonstrates appropriate technique in muscular strength and endurance training.	2
	Apply
1.12.7 Demonstrates appropriate technique in flexibility training.	2
	Apply
1.12.8 Demonstrates appropriate technique in skill-related fitness training.	2
	Apply

Priority Standard: [SHAPE Standard 2](#) Applies knowledge related to movement and fitness concepts.

Learning Targets	Webb's DOK Level
	Bloom's Level
2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports & activities.	2
	Apply
2.12.2 Demonstrates knowledge of tactics and strategies within recreational & backyard games.	2
	Apply
2.12.3 Demonstrates knowledge of tactics and strategies within outdoor pursuits.	2
	Apply
2.12.5 Analyzes how health and fitness will impact quality of life after high school.	3
	Analyze
2.12.6 Establishes a goal and creates a practice plan to improve performance for a self-selected skill.	3
	Create
2.12.8 Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises.	3
	Create
2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.	3
	Evaluate
2.12.10 Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes.	2
	Apply
2.12.12 Applies knowledge of rest when planning regular physical activity.	2
	Apply
2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).	3
	Evaluate

Priority Standard: SHAPE Standard 3 Develops social skills through movement.	
Learning Targets	Webb's DOK Level
	Bloom's Level
3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.	2
	Apply
3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.	2
	Apply
3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).	2
	Apply
3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.	3
	Analyze

Priority Standard: SHAPE Standard 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.	
Learning Targets	Webb's DOK Level
	Bloom's Level
4.12.1 Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.	2
	Apply
4.12.2 Selects and participates in physical activities that meet the need for social interaction.	2
	Apply
4.12.3 Identifies and participates in physical activity that positively affects health.	2
	Apply
4.12.4 Chooses and participates in physical activity based on personal interests.	2
	Apply

4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.	2
	Apply
4.12.6 Sets and develops movement goals related to personal interests.	3
	Create
4.12.7 Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).	3
	Analyze
4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.	3
	Analyze
4.12.9 Reflects on movement experiences during physical education to develop an understanding of how movement is personally meaningful.	3
	Analyze

Essential Questions:

1. How do you set appropriate goals to meet your individual physical activity or fitness goals?

Enduring Understanding/Big Ideas:

1. Goals should be specific, measurable, attainable, realistic, and timely

Unit Vocabulary:

Content/Domain Specific
Fitnessgram
SMART Goals
Specific, Measurable, Achievable, Relevant, Time bound

Resources for Vocabulary Development:

Shapeamerica.org

Topic 1: Fitness Testing

Engaging Experience

Title: Fitness Testing

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- [SHAPE Standard 1](#): Develops a variety of motor skills.
- [SHAPE Standard 2](#): Applies knowledge related to movement and fitness concepts.
- [SHAPE Standard 3](#): Develops social skills through movement.
- [SHAPE Standard 4](#): Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Supporting:

- 1.12.5 Demonstrates appropriate technique in cardiovascular training.
- 1.12.6 Demonstrates appropriate technique in muscular strength and endurance training.
- 1.12.7 Demonstrates appropriate technique in flexibility training.
- 1.12.8 Demonstrates appropriate technique in skill-related fitness training.
- 2.12.6 Establishes a goal and creates a practice plan to improve performance for a self-selected skill.
- 2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.
- 2.12.10 Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes.
- 2.12.12 Applies knowledge of rest when planning regular physical activity.
- 2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).
- 3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
- 3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
- 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
- 4.12.3 Identifies and participates in physical activity that positively affects health.

Detailed Description/Instructions: Students will participate in the Fitnessgram assessment tests to evaluate individual strengths and weaknesses.

Bloom's Levels: Understand

Webb's DOK: 3

Helpful Resources:

- [FitnessgramStandardsTable.pdf](#)
 - - This is a helpful resource because it is the standards for fitness testing for all ages.
- [Fitness Gram Assessments](#)
 - - Here are the how-to videos to complete the fitness testing.
- [Fitness Testing Descriptions](#)
 - - This is a helpful resource for looking at all the resources for fitness testing all in one.
- Fitnessgram Tracking Sheet Example:
Use the first two columns to track fitness scores. Use the 3rd column to set goals for the entire semester when you start fitness testing all the way to the final.

Fitness Concept	Current Standing	Desired Goal/Healthy Fitness Range/SMART
Cardiorespiratory Endurance	Depending on what time of year it is: Mile: 1st attempt _____ 2nd _____ 3rd _____ Pacer: 1st attempt _____ 2nd _____ 3rd _____	
Muscular Strength (Push-up Test)	1st attempt _____ 2nd _____ 3rd _____	
Muscular Endurance (One Minute Sit-up Test)	1st attempt _____ 2nd _____ 3rd _____	
Flexibility (Sit and Reach)	Right/Left 1st attempt _____ / _____ 2nd _____ / _____ 3rd _____ / _____	

Topic 2: Fitness Plans and Goals

Engaging Experience

Title: Individual Fitness Plan and Goals

Suggested Length of Time: End of Semester

Standards Addressed

Priority:

- [SHAPE Standard 1](#): Develops a variety of motor skills.
- [SHAPE Standard 2](#): Applies knowledge related to movement and fitness concepts.
- [SHAPE Standard 3](#): Develops social skills through movement.
- [SHAPE Standard 4](#): Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Supporting:

- 2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports & activities.
- 2.12.2 Demonstrates knowledge of tactics and strategies within recreational & backyard games.
- 2.12.3 Demonstrates knowledge of tactics and strategies within outdoor pursuits.
- 2.12.5 Analyzes how health and fitness will impact quality of life after high school.
- 2.12.6 Establishes a goal and creates a practice plan to improve performance for a self-selected skill.
- 2.12.7 Applies the principles of exercise in a variety of self-selected lifetime physical activities.
- 2.12.8 Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises.
- 2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).
- 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
- 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
- 4.12.1 Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.

- 4.12.2 Selects and participates in physical activities that meet the need for social interaction.
- 4.12.3 Identifies and participates in physical activity that positively affects health.
- 4.12.4 Chooses and participates in physical activity based on personal interests.
- 4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
- 4.12.6 Sets and develops movement goals related to personal interests.
- 4.12.7 Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).
- 4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.
- 4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Detailed Description/Instructions: Create individual goals based on fitness data and design a fitness/activity plan.

Bloom's Levels: Understand

Webb's DOK: 3

Helpful Resources:

- **Fitnessgram Tracking Sheet:**

Use the first two columns to track fitness scores. Use the 3rd column to set goals for the entire semester

Fitness Concept	Current Standing	Desired Goal/Healthy Fitness Range/SMART
Cardiorespiratory Endurance	Depending on what time of year it is: Mile: 1st attempt _____ 2nd _____ 3rd _____ Pacer: 1st attempt _____ 2nd _____ 3rd _____	
Muscular Strength (Push-up Test)	1st attempt _____ 2nd _____ 3rd _____	
Muscular Endurance (One Minute Sit-up Test)	1st attempt _____ 2nd _____ 3rd _____	
Flexibility (Sit and Reach)	Right/Left 1st attempt _____ / _____ 2nd _____ / _____ 3rd _____ / _____	

Engaging Scenario

Engaging Scenario After comparing personal fitness data to healthy standards, students will create goals for improvements along with a Fitness plan that incorporates the 5 components of fitness as well as the F.I.T.T. principles. Students will use these goals in order to create a fitness plan.

Rubric for Engaging Scenario:

Fitnessgram recommended ranges for specific ages and gender

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Fitness Testing	Fitness Testing	Students will participate in the Fitnessgram assessment tests to evaluate individual strengths and weaknesses. See Resources	Ongoing
Fitness Plans and Goals	Individual Fitness Plan and Goals	Create individual goals based on fitness data and design a fitness/ activity plan.	Ongoing, with reflection at end of semester

Helpful Resources:

- The following worksheet was presented in Unit 1 and is now to be used in Unit 3 with a reflection piece added on.

FITT Principle Worksheet

Name: _____ Date: _____

What is the FITT Principle?

The FITT Principle helps you plan a safe and effective workout.

- **F – Frequency:** How often you exercise
- **I – Intensity:** How hard you exercise
- **T – Time:** How long you exercise
- **T – Type:** What kind of exercise you do

Example FITT Plan

FITT Component	Example (Running)
Frequency	3 days per week
Intensity	Moderate (can talk but not sing)
Time	25 minutes
Type	Cardio / Aerobic Exercise

Your FITT Plan

Chosen Activity: _____

FITT Component	Your Answer
Frequency (days/week)	_____
Intensity (Low / Moderate / Vigorous)	_____
Time (minutes per session)	_____
Type (cardio, strength, flexibility, sport, etc.)	_____

SMART Goal (Specific, Measurable, Achievable, Relevant, Time-Bound)

SMART =

S — Specific: What exactly do you want to do?

M — Measurable: How will you know you did it?

A — Achievable: Is it realistic for you right now?

R — Relevant: Does it matter to you?

T — Time-bound: When will you finish?

What was your SMART Goal: _____

How did your FITT plan help you reach this goal?

Reflection

What is one thing you learned about planning workouts using the FITT Principle? How do you see this being beneficial after high school?

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.