Course Title: 7th Grade Physical Wellness

Board Approved: October 2026

Curriculum Map

Days	Unit/Topics Covered
1-4	• Fitness Foundations
5-8	• Cardio and Heart Health
9-14	• Strength Fundamentals
15-18	• Agility and Athletic Performance
19-22	• Team Challenges

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Unit: Fitness Foundations	Time: 4 class periods - 56 minutes each

Academic Standards:

10.4.9.A Evaluate and engage in moderate to vigorous physical activities that promote personal health and wellness.
10.4.9.B Analyze the effects of regular participation in physical activity on body systems, physical performance, and overall health.
10.4.9.C Apply knowledge of health-related and skill-related fitness components, movement concepts, and training principles to improve personal fitness.
10.4.9.D Develop personal fitness goals and strategies based on individual abilities, fitness assessments, and personal needs.
10.5.9.A Analyze and apply safe practices, rules, procedures, and responsible behaviors during physical activity.
10.5.9.B Evaluate the relationship between exercise intensity, heart rate response, fitness levels, and overall health.

STEELS Connections:

Health and Wellness Literacy

Students analyze how physical activity and fitness components contribute to overall health and wellness. Students use information from fitness assessments and class activities to make informed decisions regarding personal fitness goals and healthy behaviors.

Data Collection and Analysis

Students collect, organize, interpret, and evaluate fitness assessment results, heart rate data, and personal performance information. Students use evidence from collected data to identify strengths, areas for improvement, and strategies for growth.

Personal Health Decision-Making

Students apply knowledge of fitness components, exercise intensity, and personal abilities to develop realistic fitness goals and make decisions that support lifelong wellness.

Self-Awareness and Reflection

Students reflect on personal performance, effort, challenges, and progress to develop a better understanding of their individual fitness needs and areas for improvement.

Essential Content/Objective: At the end of the unit, students will be able to:

- Analyze the difference between health-related and skill-related components of fitness and explain their importance in physical activity and daily life.
- Evaluate how fitness components contribute to personal wellness, recreation, athletic performance, and lifelong health.

Assessment:

Formative Assessments

- Teacher observation of participation, safety, equipment use, and responsible fitness room behaviors.

- Demonstrate proper fitness room expectations, safety procedures, and responsible equipment use.
- Apply knowledge of heart rate by measuring resting, active, target, and recovery heart rates during physical activity.
- Analyze the relationship between exercise intensity, moderate-to-vigorous physical activity, and improvements in personal fitness.
- Participate in baseline fitness assessments to collect personal performance data.
- Interpret fitness assessment results to identify personal strengths, areas for improvement, and opportunities for growth.
- Develop a SMART fitness goal based on assessment results and individual fitness needs.
- Explain how baseline fitness assessments can be used to monitor improvement and guide future fitness decisions.

Core Student Activities: Students will complete/participate in the following:

- Course Introduction and Fitness Room Orientation: Students are introduced to Physical Wellness course expectations, safety procedures, proper equipment use, and responsible fitness room behaviors. Students practice setting up, using, and returning equipment appropriately.
- Fitness Components Investigation: Students complete a health-related vs. skill-related fitness classification activity. Students analyze examples of how fitness components impact sports performance, recreation, and daily activities.
- Baseline Fitness Assessments: Students complete teacher-selected assessments to measure: Cardiovascular endurance, Muscular strength, Muscular endurance, Flexibility, and Agility. Students record results and analyze personal performance data to identify areas of strength and improvement.
- Heart Rate Investigation: Students participate in activities measuring resting heart rate, active heart rate, target heart rate, and recovery heart rate. Students analyze how activity intensity affects heart rate response.
- Exercise Intensity Activities: Students participate in moderate-to-vigorous activity stations using ellipticals, stationary bikes, jump ropes, and agility stations. Students evaluate their perceived effort and compare it with heart rate data.

- Exit tickets demonstrating understanding of fitness concepts.
- Heart rate recording activity analyzing exercise intensity and recovery.
- Fitness journal reflections connecting activity participation to personal wellness.
- Participation and effort during fitness assessments.
- SMART goal development check.

Summative Assessments

- Baseline Fitness Assessment: Students demonstrate understanding of their current fitness levels through collected performance data.
- Fitness Foundations Assessment**:** Students demonstrate understanding of fitness components, heart rate response, exercise intensity, fitness data interpretation, and personal goal setting.
- SMART Fitness Goal: Students create an appropriate personal fitness goal based on assessment results and individual needs.

• Personal Fitness Reflection and Goal Setting: Students reflect on assessment results and create a SMART fitness goal focused on personal improvement. Students complete daily warm-up, cooldown, and fitness journal reflections.	
Materials and Resources: • Ellipticals • Stationary bikes • Jump ropes • Agility ladders • Dot drills • Weight machines • Pull-up apparatuses • Sit-up apparatuses • Stopwatches/timers • Heart rate monitors (if available) • Student fitness journals • Fitness assessment recording sheets • SMART goal worksheets • Components of Fitness presentation/notes • Visual fitness reference materials • Whiteboard/projector **Instructional Methods:** • Direct Instruction: Teacher introduces foundational fitness concepts including fitness components, heart rate response, exercise intensity, and fitness room expectations. Provide explicit instruction on vocabulary, safety procedures, and proper equipment use. • Teacher Modeling and Demonstration: Teacher demonstrates proper warm-up techniques, fitness assessment procedures, heart rate measurement, and safe movement patterns. Model correct equipment use and appropriate exercise intensity.	**Extensions:** • Design a personal warm-up routine based on the components of fitness. • Compare methods of monitoring exercise intensity (heart rate vs. Rate of Perceived Exertion). • Research and present how wearable fitness technology can support healthy lifestyles. • Develop a one-week beginner fitness plan incorporating multiple health-related fitness components. • Analyze how fitness goals may change throughout different stages of life. **Remediation:** • Provide modified fitness assessments based on individual ability levels. • Provide guided practice using fitness equipment. • Use visual organizers, guided notes, and vocabulary support. • Provide additional practice measuring heart rate with teacher support. • Supply SMART goal templates with examples and sentence starters. • Allow additional time for reflection and individual questioning. • Provide alternative assessment options when appropriate.

• Guided Practice: Students practice fitness skills and concepts with teacher support before completing activities independently. The teacher provides feedback on technique, data collection, and understanding of fitness concepts. • Station-Based Learning: Students rotate through fitness stations designed to assess and develop multiple components of fitness. Stations allow students to practice cardiovascular endurance, muscular fitness, flexibility, agility, and coordination. • Cooperative Learning: Students work with partners and small groups during fitness assessments, heart rate activities, and movement challenges. Students practice communication, encouragement, accountability, and responsible participation. • Inquiry-Based Learning: Students investigate how exercise intensity affects heart rate and performance. Students analyze personal fitness data to determine areas of improvement. • Data Collection and Analysis: Students collect fitness assessment results and heart rate information. Students interpret data to better understand personal fitness levels and establish goals. • Individual Reflection and Self-Assessment: Students evaluate personal strengths, challenges, and progress through fitness journals and reflections. Reflections should be used in part to create meaningful SMART fitness goals. • Differentiated Instruction: Teacher provides modified assessments, equipment options, and activity adjustments based on student ability levels. Students are encouraged to focus on individual growth and improvement.	• Use peer support and teacher check-ins to reinforce confidence and understanding.

Unit: Cardio and Heart Health	Time: 4 class periods - 56 minutes each

Academic Standards:

- **10.4.9.A** Analyze and engage in moderate to vigorous physical activities that promote personal health and wellness through participation in physical activity.
- **10.4.9.B** Analyze the effects of regular participation in cardiovascular activity on body systems, physical performance, and overall health.
- **10.4.9.C** Apply knowledge of health-related fitness components, including cardiovascular endurance, movement concepts, and training principles to improve personal fitness.
- **10.4.9.D** Develop and implement personal fitness strategies that improve cardiovascular health based on individual needs, abilities, and goals.
- **10.5.9.A** Analyze and apply safe practices, procedures, and responsible behaviors during physical activity.
- **10.5.9.B** Evaluate the relationship between exercise intensity, heart rate response, recovery, and personal fitness outcomes.

STEELS Connections:

- **Health and Wellness Literacy:** Students analyze how cardiovascular fitness, exercise intensity, recovery, and lifestyle behaviors influence short-term performance and long-term health outcomes. Students apply this knowledge to understand the importance of regular physical activity.
- **Data Collection and Analysis:** Students collect, organize, and evaluate heart rate data before, during, and after physical activity. Students use data to analyze exercise intensity, recovery, and personal cardiovascular fitness levels.
- **Personal Health Decision-Making:** Students use information about cardiovascular fitness, heart health, and exercise intensity to make informed decisions about physical activity habits and personal wellness goals.
- **Self-Awareness and Reflection:** Students reflect on personal responses to cardiovascular activity, including effort level, heart rate changes, and recovery. Students identify strategies to improve cardiovascular fitness based on individual needs.

Essential Content/Objective: At the end of the unit, students will be able to:

- Explain the relationship between cardiovascular endurance, heart health, and overall wellness.
- Analyze how regular participation in cardiovascular activity affects the cardiovascular and respiratory systems.
- Apply knowledge of exercise intensity, heart rate response, and recovery to participate safely and effectively in physical activity.
- Measure and interpret heart rate before, during, and after exercise.
- Evaluate the difference between moderate and vigorous physical activity and identify appropriate intensity levels for personal fitness.

Assessment:

Formative Assessments

- Teacher observation of safe equipment use, participation, and effort.
- Heart rate monitoring logs demonstrating understanding of exercise response.
- Exit tickets analyzing cardiovascular concepts.
- Participation in cardio stations.
- Daily fitness journal reflections.

- Demonstrate safe and responsible use of cardiovascular equipment including ellipticals, stationary bikes, and jump ropes.
- Participate in cardiovascular activities designed to improve endurance and overall fitness.
- Analyze personal heart rate data to evaluate performance, recovery, and opportunities for improvement.
- Explain how cardiovascular exercise can reduce health risks and contribute to lifelong wellness.

Core Student Activities: Students will complete/participate in the following:

- Introduction to Cardiovascular Fitness and Heart Health: Students review cardiovascular endurance as a health-related component of fitness. Students discuss the relationship between exercise, heart health, oxygen delivery, and overall wellness.
- Cardiovascular Equipment Orientation: Teacher demonstrates proper setup, safety procedures, and responsible use of ellipticals, stationary bikes, and jump ropes. Students practice proper technique and equipment expectations before independent participation.
- Cardiovascular Fitness Stations: Students rotate through cardio stations designed to improve endurance and monitor exercise intensity. Activities may include steady-state cardio, interval training, jump rope challenges, and/or equipment-based cardio workouts. Students monitor effort level using heart rate and perceived exertion.
- Heart Rate Investigation: Students collect heart rate data before activity, during activity, immediately after activity and during recovery. Students analyze how the body responds to different exercise intensities.
- Moderate vs. Vigorous Activity Challenge: Students participate in activities designed to compare exercise intensities. Students evaluate heart rate response, perceived effort and recovery time.
- Recovery Heart Rate Challenge: Students analyze how quickly their heart rate returns toward resting levels after activity. Students reflect on how recovery can provide information about cardiovascular fitness.

- Equipment safety checklist.

Summative Assessments

- Cardiovascular Fitness Application Assessment: Students demonstrate understanding of cardiovascular concepts through participation, heart rate monitoring, and safe equipment use.
- Heart Health and Exercise Intensity Quiz: Students demonstrate understanding of cardiovascular endurance, heart rate response, moderate vs. vigorous activity, recovery and health benefits of cardiovascular exercise.
- Cardio Workout Reflection: Students analyze personal heart rate data and explain how exercise intensity and recovery relate to fitness improvement.
- Students evaluate progress toward their personal fitness goal and identify adjustments that may improve future performance.

- Heart Health Connection: Students discuss cardiovascular disease risk factors and prevention strategies related to physical activity, nutrition, sleep, stress management, and healthy lifestyle choices.
- Personal Cardio Reflection: Students complete a cardio workout log documenting activity completed, intensity level, heart rate response and a personal reflection.
- Introduction to Training Zones: Students are introduced to the concept that different exercise intensities produce different training effects. Students compare lower-intensity, moderate-intensity, and vigorous-intensity exercise and connect intensity levels to heart rate response.

Materials and Resources:

- Ellipticals
- Stationary bikes
- Jump ropes
- Stopwatches or interval timers
- Heart rate monitors (if available)
- Heart rate calculation charts
- Rate of Perceived Exertion (RPE) scale
- Student fitness journals
- Cardio workout logs
- Heart health presentation/notes
- Whiteboard/projector

Instructional Methods:

- Direct Instruction: Teacher introduces cardiovascular endurance, heart health, exercise intensity, and recovery concepts. The teacher explains how the cardiovascular and respiratory systems respond during physical activity.
- Teacher Modeling and Demonstration: Teacher demonstrates proper cardio equipment setup, body positioning, safety procedures, and appropriate exercise intensity. The teacher models how to measure and record heart rate accurately.
- Guided Practice: Students practice monitoring heart rate and determining exercise intensity with teacher support. The teacher provides feedback on equipment use, effort level, and data collection.

Extensions:

- Design a personal cardiovascular workout using available equipment.
- Compare different types of cardiovascular exercise and explain their benefits.
- Research one lifestyle factor that contributes to heart disease and present prevention strategies.
- Track resting heart rate over one week and analyze changes.
- Evaluate how wearable fitness technology can be used to monitor cardiovascular health.

Remediation:

- Modify activity intensity based on individual fitness levels and abilities.
- Provide teacher support during heart rate monitoring activities.
- Use guided notes, visuals, and vocabulary supports to reinforce cardiovascular concepts.
- Allow additional practice using cardio equipment.
- Provide structured heart rate recording sheets and graphic organizers.

• Station-Based Learning: Students rotate through cardiovascular stations designed to develop endurance while practicing self-monitoring skills. Stations allow students to adjust intensity based on individual fitness levels. • Fitness Circuit and Interval Training: Students participate in structured cardio workouts using timed intervals and recovery periods. Students learn how work-to-rest ratios affect exercise intensity and performance. • Cooperative Learning: Students work with partners during heart rate monitoring activities and fitness challenges. Students practice encouragement, accountability, and responsible participation. • Data Collection and Analysis: Students collect and interpret heart rate data to evaluate their response to exercise. Students compare intensity levels and recovery patterns to better understand personal fitness. • Individual Reflection and Self-Assessment: Students reflect on personal effort, challenges, and progress. Students identify strategies for improving cardiovascular health. • Differentiated Instruction: Teacher adjusts activity duration, intensity, equipment selection, and expectations based on student ability. Students may use modified cardio options while still meeting learning objectives.	• Offer alternative low-impact cardiovascular activities as needed. • Provide peer support and teacher check-ins during activities.

Unit: Strength Fundamentals	Time: 6 class periods - 56 minutes each

Academic Standards:

- **10.4.9.A** Analyze and engage in physical activities that promote personal health and wellness.
- **10.4.9.B** Analyze the effects of regular participation in physical activity on body systems, physical performance, and overall health.
- **10.4.9.C** Apply knowledge of health-related fitness components, training principles, and movement concepts to improve personal fitness.
- **10.4.9.D** Develop and implement personal fitness strategies based on individual goals, abilities, and fitness data.
- **10.5.9.A** Analyze and apply safe practices, rules, procedures, and responsible behaviors during physical activity.
- **10.5.9.B** Evaluate the relationship between exercise principles, fitness development, recovery strategies, and overall wellness.

STEELS Connections:

- **Health and Wellness Literacy:** Students evaluate how strength training, recovery strategies, nutrition, hydration, and sleep contribute to muscular fitness, overall health, and lifelong wellness. Students apply this knowledge to make informed decisions regarding exercise habits.
- **Data Collection and Analysis:** Students collect, organize, and analyze workout data including exercises, repetitions, resistance levels, and personal performance results. Students use data to evaluate progress and identify strategies for improvement.
- **Design Thinking and Problem Solving:** Students modify exercises, resistance levels, repetitions, and movement patterns to create safe and effective strength-training strategies based on individual needs and abilities.
- **Personal Health Decision-Making:** Students apply strength training concepts, safety procedures, and recovery strategies to make responsible decisions that support personal fitness goals and lifelong health.
- **Self-Awareness and Reflection:** Students reflect on personal performance, effort, challenges, and improvement while developing an understanding of their individual fitness abilities.

Essential Content/Objective: At the end of the unit, students will be able to:

- Analyze the difference between muscular strength and muscular endurance and explain how each contributes to physical activity and daily life.
- Identify major muscle groups and evaluate exercises that target specific areas of the body.
- Demonstrate proper form, technique, and safety procedures while using fitness room equipment and performing strength exercises.
- Apply knowledge of warm-ups, cooldowns, stretching, and recovery strategies to support safe participation in resistance training.

Assessment:

Formative Assessments

- Teacher observation of proper form, technique, safety, and equipment use.
- Fitness log completion and accuracy.
- Exit tickets demonstrating understanding of muscular fitness concepts.
- Participation in strength-training stations.
- Peer technique feedback.

- Evaluate the impact of nutrition, hydration, sleep, and recovery on muscular fitness and overall wellness.
- Apply the principle of progressive overload by appropriately modifying repetitions, resistance, or duration to improve muscular fitness.
- Collect, record, and analyze personal workout data to evaluate progress and identify opportunities for improvement.
- Demonstrate responsible decision-making and independence while participating in strength-training activities.
- Identify basic movement patterns including push, pull, squat, hinge, carry, and core movements and explain how they contribute to functional strength.

Core Student Activities: Students will complete/participate in the following:

- Introduction to Muscular Fitness: Students explore the difference between muscular strength and muscular endurance. Students discuss how muscular fitness impacts sports performance, daily activities, injury prevention, and lifelong health.
- Muscle Group Identification Activity: Students identify major muscle groups and connect exercises to targeted areas of the body. Students analyze why different exercises develop different muscles and movement patterns.
- Equipment Safety and Technique Instruction: Teacher demonstrates proper equipment setup and adjustment, body positioning, breathing techniques, range of motion, resistance selection and safety procedures. Students practice proper technique using weight machines, pull-up apparatuses, sit-up benches, and bodyweight movements.
- Strength Training Stations: Students rotate through stations targeting major muscle groups upper body, lower body, push movements, pull movements, core strength and bodyweight exercises. Students record exercise performed, resistance level, number of repetitions and personal reflection.
- Bodyweight Strength Activities: Students participate in movements including push-ups, planks, squats, lunges, pull-up progressions and core strengthening activities. Students focus on proper technique, controlled movement, and safe progression.
- Recovery and Wellness Mini-Lessons: Students explore how nutrition, hydration, sleep, stretching, and rest impact muscle recovery and fitness improvement.
- Student self-reflection.

Summative Assessments

- Strength Fundamentals Assessment: Students demonstrate understanding of muscular strength vs. muscular endurance, major muscle groups, exercise safety, recovery strategies and progressive overload.
- Strength Technique Demonstration: Students demonstrate proper technique on selected strength exercises while maintaining safe movement patterns.
- Completed Fitness Log: Students submit workout records demonstrating participation, understanding of exercise variables, personal reflection and progress toward improvement.
- Students evaluate progress toward their personal fitness goal and identify adjustments that may improve future performance.

Students discuss delayed onset muscle soreness (DOMS) and appropriate recovery strategies. ● Partner Technique Feedback: Students provide feedback on proper form, safety, effort, and movement quality. ● Fitness Log Reflection: Students analyze workout data and reflect on progress, challenges, and areas for improvement.	
Materials and Resources: ● Weight machines ● Pull-up apparatuses ● Sit-up benches ● Resistance bands ● Exercise mats ● Stopwatches/timers ● Student fitness logs ● Workout recording sheets ● Muscle group diagrams ● Exercise technique visuals ● Strength training presentation/notes ● Whiteboard/projector **Instructional Methods:** ● Direct Instruction: Teacher introduces muscular strength, muscular endurance, resistance training concepts, and safety expectations. Teacher explains how strength training supports physical health, performance, and lifelong wellness. ● Teacher Modeling and Demonstration: Teacher demonstrates proper exercise technique, equipment setup, resistance selection, and safety procedures. Teacher models proper body mechanics including posture, breathing, and controlled movement. ● Guided Practice: Students practice strength movements with teacher support before independent participation. Teacher provides feedback on technique, movement quality, and appropriate exercise selection.	**Extensions:** ● Design a balanced full-body strength workout using available equipment. ● Research the role of protein, hydration, or sleep in muscle recovery and share findings with the class. ● Create a weekly strength-training plan using the FITT Principle. ● Compare the benefits of machine-based versus bodyweight exercises. ● Analyze how strength training can benefit individuals at different stages of life. **Remediation:** ● Modify exercises and resistance levels based on student ability and experience. ● Provide teacher-guided practice using strength equipment. ● Use visual demonstrations, exercise cue cards, and movement checklists. ● Allow additional time to learn movement patterns before increasing resistance. ● Provide simplified fitness logs and graphic organizers. ● Offer alternative bodyweight or resistance band exercises when needed.

• Station-Based Learning: Students rotate through structured strength stations targeting different muscle groups. Stations allow students to practice multiple exercises while developing independence and responsibility. • Cooperative Learning: Students work with partners to provide encouragement, accountability, and technique feedback. Students practice safe spotting and supportive communication when appropriate. • Peer Coaching: Students observe partner movements and provide feedback using teacher-developed criteria. Students develop communication skills while improving movement quality. • Fitness Circuit Training: Students participate in organized strength circuits combining resistance exercises, bodyweight movements, and core activities. Students learn how exercise order, intensity, and recovery affect performance. • Data Collection and Progress Monitoring: Students maintain fitness logs documenting exercises, repetitions, resistance, and reflections. Students analyze personal data to evaluate improvement and identify areas for continued growth. • Individual Reflection and Self-Assessment: Students reflect on effort, progress, challenges, and personal fitness development. Students evaluate how their choices contribute to long-term wellness. • Differentiated Instruction: Teacher modifies exercises, resistance levels, repetitions, and equipment choices based on individual ability. Students are provided appropriate challenges while maintaining safe participation.	• Provide peer support and frequent teacher feedback.

Unit: Agility and Athletic Performance	Time: 4 class periods - 56 minutes each

Academic Standards:

- **10.4.9.A** Analyze and engage in physical activities that promote personal health and wellness.
- **10.4.9.B** Analyze the effects of regular participation in physical activity on physical performance, body systems, and overall health.
- **10.4.9.C** Apply knowledge of skill-related fitness components, movement concepts, and training principles to improve physical performance.
- **10.4.9.D** Develop and modify personal fitness goals and strategies based on individual abilities, performance data, and areas for improvement.
- **10.5.9.A** Analyze and apply safe practices, rules, procedures, and responsible behaviors during physical activity.
- **10.5.9.C** Apply movement principles and proper techniques to improve performance and reduce the risk of injury.

STEELS Connections:

- Health and Wellness Literacy: Students analyze how skill-related fitness components contribute to physical performance, movement efficiency, injury prevention, and lifelong participation in physical activity.
- Data Collection and Analysis: Students collect and evaluate performance data during agility, balance, coordination, power, and reaction time activities. Students use feedback and observations to identify strengths and areas for improvement.
- Engineering Design and Problem Solving: Students modify movement strategies, drills, and challenges to improve performance outcomes. Students apply problem-solving skills to adjust techniques and develop more effective movement solutions.
- Personal Growth and Reflection: Students evaluate personal performance, accept feedback, and develop strategies for continued improvement in physical skills and movement abilities.

Essential Content/Objective: At the end of the unit, students will be able to:

- Identify and analyze the six skill-related components of fitness; agility, balance, coordination, power, reaction time, and speed.
- Evaluate how skill-related fitness components contribute to athletic performance, recreation, and daily movement.
- Demonstrate proper movement techniques during agility, balance, coordination, reaction time, and power activities.
- Apply safe landing mechanics and body control during plyometric activities and jumping movements.
- Analyze how changes in speed, balance, coordination, and reaction time affect physical performance.

Assessment:

Formative Assessments

- Teacher observation of movement technique, safety, and effort.
- Participation in agility and plyometric stations.
- Exit tickets demonstrating understanding of skill-related fitness concepts.
- Peer feedback during partner activities.
- Student fitness journal reflections.
- Performance feedback during skill development activities.

- Use performance feedback and personal data to identify strengths and areas for improvement.
- Modify movement strategies and practice techniques to improve skill-related fitness performance.
- Explain how developing movement skills can support lifelong participation in physical activity.

Core Student Activities: Students will complete/participate in the following:

- Introduction to Skill-Related Fitness: Students review the six skill-related components of fitness. Students analyze how each component impacts sports performance, recreation, and everyday activities. Examples:
    - Agility → changing direction quickly
    - Balance → maintaining body control
    - Coordination → combining movements efficiently
    - Power → producing force quickly
    - Reaction time → responding to a stimulus
    - Speed → moving quickly
- Agility Ladder and Footwork Activities: Students participate in progressive agility ladder drills focusing on foot speed, coordination, body control, and change of direction. Students analyze how technique and practice influence performance.
- Dot Drill Activities: Students complete dot drill challenges emphasizing balance, coordination, reaction time and movement efficiency. Students record performance results and identify areas for improvement.
- Plyometric and Power Training Activities: Students participate in jumping and explosive movement activities focusing on proper takeoff technique, safe landing mechanics, body control, and power development. Activities include box jump progressions, jump variations, and lower-body power movements.
- Reaction Time Challenges: Students participate in partner activities using visual cues, auditory cues, and movement signals. Students evaluate how reaction time impacts performance in sports and daily activities.
- Balance and Stability Activities: Students participate in balance challenges that develop core stability, body awareness, coordination, and control.

Summative Assessments

- Skill-Related Fitness Performance Assessment: Students demonstrate proper technique and application of agility movements, balance activities, coordination drills, power exercises, and reaction time challenges.
- Agility and Athletic Performance Assessment: Students demonstrate understanding of skill-related fitness components, movement principles, safety procedures, and performance improvement strategies.
- Personal Reflection: Students identify strengths, areas for improvement, and strategies for continued development.
- Students evaluate progress toward their personal fitness goal and identify adjustments that may improve future performance.

• Skill-Related Fitness Circuit: Students complete a circuit combining agility, balance, coordination, power, reaction time, and speed. Students reflect on their performance and identify areas for continued growth.	
Materials and Resources: • Agility ladders • Dot drill mats • Plyometric boxes/box jumps • Cones • Stopwatches/timers • Exercise mats • Whistle • Reaction time equipment/cards • Student fitness journals • Skill-related fitness presentation/notes • Performance tracking sheets • Whiteboard/projector **Instructional Methods:** • Direct Instruction: Teacher introduces skill-related fitness components and explains how they impact movement performance. Teacher provides instruction on safety, movement principles, and proper technique. • Teacher Modeling and Demonstration: Teacher demonstrates agility patterns, jumping techniques, landing mechanics, and movement strategies. Teacher models how athletes use skill-related fitness to improve performance. • Guided Practice: Students practice movement skills with teacher feedback before progressing to more challenging activities. Teacher provides corrections related to technique, body control, and safety. • Skill Progression Drills: Students progress from basic movement patterns to more complex agility and coordination activities. Activities increase in difficulty by adjusting speed, complexity, reaction demands, or competition level.	**Extensions:** • Design an original agility ladder or dot drill sequence and teach it to classmates. • Create a circuit that develops all six skill-related components of fitness. • Research how agility and reaction time benefit athletes in different sports and present findings. • Compare the role of skill-related fitness in sports versus everyday life. • Analyze how professional athletes train specific skill-related fitness components. **Remediation:** • Modify agility drills by reducing speed, distance, or complexity. • Provide lower-impact alternatives to plyometric exercises and box jumps. • Offer additional teacher modeling and guided practice for movement patterns. • Use visual cue cards and floor markings to reinforce proper footwork. • Allow students additional practice before progressing to timed or competitive activities. • Provide frequent feedback and encouragement to build confidence and improve technique. • Provide alternative activities that target the same skill component.

• Station-Based Learning: Students rotate through skill stations targeting different components of fitness. Stations allow students to practice, repeat, and improve movement skills. • Cooperative Learning: Students work with partners and groups during reaction time activities, challenges, and performance tasks. Students practice communication, encouragement, and constructive feedback. • Peer Coaching: Students observe classmates and provide feedback using teacher-developed criteria. Students develop the ability to analyze movement and identify improvement strategies. • Data Collection and Performance Analysis: Students track performance results during drills and challenges. Students analyze personal data to identify strengths and areas for improvement. • Reflection and Self-Assessment: Students reflect on personal performance and evaluate how practice impacts skill development. Students identify strategies for continued improvement. • Differentiated Instruction: Teacher modifies drill complexity, speed, equipment, and expectations based on student ability. Students are provided appropriate challenges while maintaining safety and success.	

Unit: Team Challenges	Time: 4 class periods- 56 minutes each

Academic Standards:

- **10.4.9.A** Analyze and engage in physical activities that promote personal health and wellness.
- **10.4.9.B** Analyze the physical, mental, emotional, and social benefits of regular participation in physical activity.
- **10.4.9.D** Develop and apply personal and interpersonal skills that support participation, cooperation, leadership, and lifelong physical activity.
- **10.5.9.A** Analyze and apply safe practices, rules, procedures, and responsible behaviors during physical activity.
- **10.5.9.B** Evaluate personal and social behaviors that contribute to positive participation, teamwork, and group success during physical activity.
- **10.5.9.C** Apply communication, problem-solving, conflict-resolution, and decision-making skills during physical activity experiences.

STEELS Connections:

- Health and Wellness Literacy: Students evaluate how communication, teamwork, leadership, and social support contribute to physical, mental, emotional, and social wellness while participating in physical activity.
- Collaboration and Communication: Students collaborate to solve movement challenges, provide constructive feedback, communicate effectively, and support the success of their team.
- Problem Solving and Decision-Making: Students analyze cooperative challenges, develop strategies, adapt plans, and evaluate the effectiveness of team decisions to achieve shared goals.
- Self-Awareness and Reflection: Students reflect on their leadership, communication, teamwork, and personal contributions to identify strengths and set goals for continued growth.

Essential Content/Objective: At the end of the unit, students will be able to:

- Analyze the importance of teamwork, communication, cooperation, and leadership during physical activity.
- Demonstrate positive social behaviors including encouragement, respect, accountability, inclusion, and sportsmanship.
- Apply communication, problem-solving, and decision-making strategies to successfully complete cooperative fitness challenges.
- Work effectively with partners and groups to accomplish shared physical activity goals.
- Demonstrate leadership by motivating teammates, providing constructive feedback, and contributing positively to group success.

Assessment:

Formative Assessments

- Teacher observation of teamwork, communication, leadership, safety, and participation.
- Peer feedback during partner and group activities.
- Exit tickets demonstrating understanding of teamwork and leadership concepts.
- Student reflection journals.
- Participation in cooperative fitness challenges.
- Self-assessment of teamwork behaviors.

• Evaluate how teamwork and interpersonal skills influence performance, participation, and enjoyment during physical activity. • Participate in fitness activities that improve physical fitness while strengthening social and emotional wellness. • Reflect on personal strengths, challenges, and areas for growth as a teammate and leader. • Reflect on personal fitness growth throughout the Physical Wellness course and identify areas for continued improvement in future fitness experiences. • Analyze how teamwork, communication, encouragement, and positive social interactions contribute to mental, emotional, and social wellness. **Core Student Activities:** Students will complete/participate in the following: • Introduction to Teamwork and Leadership: Students discuss characteristics of successful teams. Students identify the roles of communication, trust, leadership, responsibility, and accountability during physical activity. • Cooperative Fitness Challenges: Students participate in activities requiring teamwork and collaboration, such as team fitness relays, cooperative obstacle courses, group endurance challenges, and balance and coordination challenges. Students develop strategies, communicate effectively, and evaluate team performance. • Partner Workout Activities: Students complete partner workouts emphasizing encouragement, accountability, communication, proper exercise technique and shared goal setting. • Problem-Solving Challenges: Small groups complete fitness-based tasks that require planning, decision-making, adaptability, and cooperation. Students reflect on how communication affected their success. • Leadership Opportunities: Students rotate through leadership roles by leading warm-ups or cooldowns, demonstrating exercises, assisting classmates with technique, encouraging teammates, and helping organize equipment and activities. • Fitness Games: Students participate in cooperative games incorporating cardiovascular endurance, strength, agility, coordination, and team strategy.	**Summative Assessments** • Team Challenge Performance Assessment: Students are evaluated on cooperation, communication, leadership, problem-solving, respect for others, safe participation, effort and engagement. • Personal Reflection: Students complete a written or digital reflection identifying personal strengths, areas for improvement, leadership growth, teamwork strategies, and goals for future participation.

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- Reflection Activities: Students evaluate personal communication, leadership skills, teamwork, contributions to group success and strategies for future improvement.

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Materials and Resources:

- Cones
- Agility ladders
- Jump ropes
- Fitness room equipment
- Exercise mats
- Timer/stopwatch
- Team challenge cards
- Cooperative activity task cards
- Student reflection sheets
- Leadership evaluation rubric
- Whiteboard/projector

Instructional Methods:

- Cooperative Learning: Students work in partners and small groups to complete fitness challenges requiring communication, collaboration, and shared responsibility. Activities emphasize collective success rather than individual competition.
- Teacher Modeling: Teacher models effective communication, leadership behaviors, sportsmanship, and conflict-resolution strategies. Teacher demonstrates expectations for safe participation and respectful interactions.
- Problem-Based Learning: Students solve fitness-related challenges that require planning, strategy development, adaptability, and decision-making. Teams evaluate outcomes and modify strategies when necessary.
- Student-Centered Learning: Students assume leadership roles, make group decisions, and take ownership of completing team challenges. Activities encourage independence while promoting accountability to the group.
- Peer Coaching: Students provide constructive feedback, encouragement, and support during partner and group activities. Students practice giving and receiving feedback respectfully.

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Extensions:

- Design and lead an original cooperative fitness challenge for classmates.
- Create a partner workout incorporating multiple health- and skill-related fitness components.
- Analyze characteristics of effective leaders in athletics, school, or the workplace and apply those traits during activities.
- Mentor classmates by providing encouragement, coaching, and constructive feedback.
- Reflect on how teamwork skills developed in Physical Wellness transfer to school, extracurricular activities, and future careers.

Remediation:

- Assign structured partner or group roles to increase participation and confidence.
- Use smaller groups or teacher-selected teams to promote positive interactions.
- Provide examples and sentence stems for effective communication and teamwork.
- Allow additional guided practice before increasing challenge complexity.
- Provide verbal prompts, visual reminders, and teacher feedback throughout activities.
- Offer alternative participation roles (coach, timer, recorder, equipment manager, encourager) while maintaining active engagement.

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• Small Group Instruction: Teacher facilitates discussions on teamwork, leadership, communication, and conflict resolution. Students analyze successful group behaviors and identify strategies for improvement. • Guided Reflection: Students reflect on their teamwork experiences, evaluate personal contributions, and establish goals for improving leadership and collaboration skills. • Collaborative Challenges: Students participate in progressively more complex fitness tasks requiring communication, trust, cooperation, and creative problem-solving. Challenges integrate multiple components of fitness while reinforcing interpersonal skills. • Differentiated Instruction: Teacher modifies activities, leadership roles, and challenges complexity to ensure all students can contribute meaningfully. Students are provided multiple ways to demonstrate teamwork, communication, and leadership.	• Conduct brief teacher conferences to reinforce teamwork expectations and help students establish personal improvement goals.