Course Title: 8th Grade Physical Wellness

Board Approved: October 2026

Curriculum Map

Days	Unit/Topics Covered
1-4	• Exercise Science
5-10	• Strength Programming
11-14	• Functional Fitness and HIIT
15-18	• Lifetime Fitness
19-22	• Personal Fitness

Course Title: 8th Grade Physical Wellness
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Unit: Exercise Science	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 body systems, physical performance, and overall health.
- **10.4.9.C** Apply knowledge of exercise science concepts, training principles, and fitness components to improve personal fitness.
- **10.4.9.D** Design, implement, and modify personal fitness plans based on individual goals, abilities, and performance data.
- **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, training principles, recovery strategies, and overall fitness outcomes.

STEELS Connections

- Health and Wellness Literacy: Students analyze how exercise science concepts, training principles, and recovery strategies influence lifelong health, physical performance, and overall wellness.
- Data Collection and Analysis: Students collect, organize, interpret, and evaluate heart rate, training zone, and fitness performance data to determine exercise intensity and workout effectiveness.
- Scientific Inquiry and Evidence-Based Decision Making: Students investigate how changes in exercise frequency, intensity, time, and type influence fitness outcomes and use evidence to support training decisions.
- Design Thinking and Problem Solving: Students apply exercise science principles to design, evaluate, and modify personal fitness strategies that align with individual goals and needs.
- Self-Awareness and Reflection: Students evaluate personal fitness data, monitor progress, and reflect on how exercise science principles can improve long-term health and fitness.

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

- Analyze the purpose and importance of exercise science principles in improving physical fitness and athletic performance.
- Apply the FITT Principle (Frequency, Intensity, Time, and Type) to design safe and effective fitness activities.

Assessment:
Formative Assessments

- Teacher observation during discussions and fitness application activities.
- FITT Principle practice activities.

- Analyze how progressive overload promotes physiological adaptation and long-term fitness improvement.
- Evaluate how the principle of specificity influences training decisions based on individual fitness goals.
- Explain the relationship between recovery strategies—including sleep, hydration, nutrition, and rest—and improved performance and injury prevention.
- Analyze the relationship between training zones, exercise intensity, heart rate response, and overall fitness.
- Apply heart rate monitoring and Rate of Perceived Exertion (RPE) to determine appropriate exercise intensity.
- Design and modify personal fitness goals and workout strategies using exercise science concepts and individual performance data.
- Identify personal barriers that may impact lifelong participation in physical activity and develop realistic strategies to overcome those barriers.

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

- Exercise Science Review: Review fitness concepts learned during 7th grade, including health-related and skill-related fitness components, heart rate monitoring, SMART goal setting, cardiovascular endurance, and muscular fitness. Students discuss how these concepts connect to exercise science.
- FITT Principle Investigation: Students analyze sample workout plans and identify Frequency, Intensity, Time, and Type. Students modify workouts using the FITT Principle to meet different fitness goals.
- Progressive Overload Activity: Students compare beginner, intermediate, and advanced workout plans. Students analyze how changes in resistance, repetitions, duration, intensity, and frequency affect long-term fitness improvement.
- Specificity Challenge: Students match various fitness goals (strength, endurance, flexibility, power, weight management, athletic performance) with

- Training zone identification exercises.
- Heart rate monitoring worksheet.
- Exit tickets demonstrating understanding of exercise science concepts.
- Student fitness journal reflections.
- Participation in workout analysis activities.

Summative Assessments

- Exercise Science Assessment: Students demonstrate understanding of the FITT principle, progressive overload, specificity, recovery, training zones and heart rate response.
- Workout Planning Assessment: Students design and justify a personal workout plan demonstrating appropriate application of exercise science principles based on an identified fitness goal.

appropriate training methods. Students explain why different goals require different training approaches. ● Training Zone Investigation: Students explore Zone 1 – Recovery, Zone 2 – Aerobic Endurance, Zone 3 – Moderate Intensity, Zone 4 – Threshold Training, and Zone 5 – Maximum Effort. Students monitor heart rate during activities and compare perceived exertion to actual training zones. ● Recovery Strategies Mini-Lesson: Students investigate how sleep, hydration, nutrition, stretching, mobility and rest days support performance, reduce injury risk, and improve recovery. ● Workout Analysis Activity: Students evaluate a sample workout plan and identify FITT, progressive overload, specificity, recovery, and training zones. Students recommend modifications based on different fitness goals. ● Personal Fitness Planning: Students develop personal fitness goals and begin designing workouts that apply exercise science principles.	
Materials and Resources: ● Ellipticals ● Stationary bikes ● Jump ropes ● Weight machines ● Heart rate monitors (if available) ● Stopwatches or interval timers ● Training zone charts ● FITT Principle worksheets ● Workout planning templates ● Student fitness journals ● Exercise science presentation/notes ● Whiteboard/projector	**Extensions:** ● Design a one-week workout plan using the FITT Principle and justify each training variable. ● Calculate and monitor personal training zones during multiple forms of exercise. ● Research how athletes use progressive overload and recovery strategies to maximize performance. ● Compare different training methods and explain which fitness goals they best support. ● Analyze wearable fitness technology data and evaluate its usefulness for improving personal fitness.

Instructional Methods:	Remediation:
• Direct Instruction: Teacher introduces exercise science principles, training concepts, and the relationship between exercise and physical adaptation. Teacher explains how FITT, progressive overload, specificity, and recovery contribute to lifelong fitness. • Teacher Modeling: Teacher models heart rate monitoring, workout analysis, and application of training principles. Teacher demonstrates how exercise variables can be adjusted to achieve different fitness goals. • Guided Practice: Students apply exercise science concepts while analyzing sample workouts and monitoring exercise intensity. Teacher provides feedback as students practice identifying training principles and calculating target heart rate. • Inquiry-Based Learning: Students investigate how manipulating workout variables affects exercise outcomes. Students use collected data and observations to explain relationships between training and performance. • Fitness Application Activities: Students participate in structured workouts while applying FITT, monitoring heart rate, and identifying training zones. Activities connect classroom concepts to real-world exercise experiences. • Small Group Discussion: Students collaborate to evaluate workout plans, compare training methods, and solve fitness-related scenarios using evidence-based reasoning. • Cooperative Learning: Students work with partners to monitor heart rate, provide feedback, analyze performance data, and discuss recovery strategies. • Data Collection and Analysis: Students collect and interpret heart rate, training zone, and performance data to evaluate workout effectiveness and monitor progress. • Individual Goal Setting: Students develop and revise personal fitness goals using assessment data and exercise science principles. Students justify how their fitness plans support their individual goals.	• Provide simplified FITT Principle examples and guided notes. • Use visual charts to reinforce training zones, exercise intensity, and heart rate concepts. • Provide teacher assistance calculating target heart rate and interpreting workout data. • Allow students to work collaboratively during workout planning activities. • Modify activities based on individual fitness levels and abilities. • Provide additional practice applying exercise science principles using real-world scenarios and sample workouts. • Use graphic organizers and structured templates to support fitness plan development.

• Reflection and Self-Assessment: Students evaluate their understanding of exercise science concepts, reflect on personal progress, and identify strategies for continued improvement. • Differentiated Instruction: Teacher modifies activities, calculations, and fitness applications to meet individual readiness levels. Students receive targeted support while applying exercise science concepts in practical settings.	

Unit: Strength Programming	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 strength training and physical activity on muscular fitness, body systems, and overall health.
10.4.9.C Apply knowledge of resistance training principles, movement concepts, and fitness components to improve muscular strength and endurance.
10.4.9.D Design, implement, and evaluate personal fitness programs based on individual goals, abilities, and performance data.
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 selection, training principles, recovery strategies, and improvements in personal fitness.

STEELS Connections:
Health and Wellness Literacy
- Students evaluate how resistance training, recovery, nutrition, and healthy lifestyle behaviors contribute to lifelong wellness.

Data Collection and Analysis
- Students collect and analyze workout data including resistance, repetitions, sets, duration, and performance changes to evaluate progress.

Design Thinking and Problem Solving
- Students design, evaluate, and modify strength training programs based on individual goals and fitness needs.

Personal Decision-Making
- Students make informed decisions about exercise selection, intensity, safety, and progression during independent workouts.

Essential Content/Objective: At the end of the unit, students will be able to:
- Design and implement a structured strength training program targeting major movement patterns and muscle groups.
- Analyze the difference between exercises that target specific muscles, movement patterns, and fitness goals.
- Demonstrate proper technique, safety procedures, and responsible use of fitness equipment.

Assessment:
Formative Assessments
- Teacher observation of exercise technique, safety, and responsible equipment use.
- Daily workout log completion.
- Teacher conferences during independent workouts.
- Peer technique evaluations.

- Apply training principles including FITT, progressive overload, specificity, and recovery to improve muscular fitness.
- Evaluate how exercise selection, intensity, resistance, and volume influence strength training outcomes.
- Collect and analyze workout data through fitness logs to monitor progress and identify areas for improvement.
- Demonstrate independence, responsibility, and appropriate decision-making while participating in fitness room activities.
- Modify personal workouts based on performance data, fitness goals, and individual needs.

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

- Strength Training Review: Review proper lifting technique, fitness room expectations, equipment safety, partner feedback and safety support procedures, and responsible independent participation. Review major muscle groups, movement patterns, and the principles of FITT, progressive overload, specificity, and recovery.
- Independent Workout Rotation: Students independently rotate through structured workout stations including upper body, lower body, push movements, pull movements, core training, cardiovascular conditioning. Students select appropriate resistance, repetitions, and intensity based on personal fitness levels and goals.
- Workout Log and Data Collection: Students record exercises performed, sets, repetitions, resistance used, time completed, heart rate (when appropriate), personal reflections and workout adjustments. Students analyze progress throughout the unit using collected data.
- Technique and Peer Coaching: Students work with partners to evaluate lifting technique, reinforce safety procedures, provide constructive feedback, encourage proper movement patterns and monitor responsible equipment use.
- Exit tickets.
- Student self-reflections.
- Participation and independence during station rotations.

Summative Assessments

- Strength Programming Performance Assessment: Students demonstrate proper exercise technique, safe equipment use, independent workout station rotation, appropriate exercise selection, responsible decision-making and application of training principles.
- Workout Portfolio: Completed workout log demonstrating consistency, appropriate progression, reflection, goal monitoring and data analysis.
- Strength Programming Assessment: Assessment covering major muscle groups, exercise selection, workout programming, FITT Principle, progressive overload, recovery strategies, and equipment safety.

• Exercise Science Mini-Lessons: Short teacher-led lessons reinforce muscle recovery, Delayed Onset Muscle Soreness (DOMS), nutrition and hydration, exercise sequencing, rest intervals and injury prevention. • Performance Reflection: Students compare beginning and ending workout data, evaluate progress toward fitness goals, and modify workouts using training principles.	
Materials and Resources: • Weight machines • Pull-up apparatuses • Sit-up benches • Ellipticals • Stationary bikes • Exercise mats • Resistance bands (if available) • Student workout logs • Exercise technique posters • Workout planning templates • Stopwatches/timers • Whiteboard/projector • Exercise technique cue cards • Workout station rotation charts **Instructional Methods:** • Direct Instruction: Teacher reviews resistance training concepts, workout structure, exercise selection, and safety procedures. Mini-lessons reinforce training principles, recovery strategies, and muscular fitness concepts. • Teacher Modeling: Teacher demonstrates proper lifting technique, machine adjustments, movement patterns, breathing techniques, and safe transitions	**Extensions:** • Design a balanced weekly strength training routine using all movement categories. • Create an alternative workout for a classmate with different fitness goals. • Research the benefits of resistance training for lifelong health and athletic performance. • Analyze personal workout data to recommend changes using the principles of progressive overload and recovery. • Design a four-week progressive strength training plan that demonstrates appropriate use of the FITT Principle, progressive overload, recovery, and goal progression. **Remediation:** • Modify resistance, repetitions, or exercise selection based on student ability. • Provide teacher-guided instruction for proper equipment use and exercise technique. • Use visual exercise cards and muscle group diagrams to reinforce learning.

between exercises. Models how to accurately complete workout logs and monitor progress. ● Guided Practice: Students practice proper exercise technique under teacher supervision before progressing to independent workouts. Teacher provides immediate corrective feedback on form, posture, and equipment use. ● Independent Station Rotation: Students independently complete structured workouts while applying training principles and demonstrating responsible decision-making. Students adjust resistance, repetitions, and intensity based on personal performance data. ● Cooperative Learning: Students collaborate with partners to monitor technique, provide encouragement, verify workout logs, and reinforce safety expectations. ● Peer Coaching: Students provide constructive feedback using teacher-provided technique checklists. Partners assist one another in maintaining proper form and identifying opportunities for improvement. ● Performance Feedback: Teacher conferences with students throughout the unit to analyze workout data, monitor progress, and recommend modifications to improve performance. ● Data Collection and Analysis: Students collect, organize, and evaluate workout data including sets, repetitions, resistance, heart rate, and reflections to monitor growth and guide future training decisions. ● Individual Goal Setting: Students evaluate personal progress and modify workout plans using performance data, fitness goals, and training principles. ● Reflection and Self-Assessment: Students regularly reflect on workout effectiveness, identify strengths and areas for improvement, and develop strategies for continued progress. ● Differentiated Instruction: Teacher modifies exercises, resistance levels, movement progressions, and workout expectations to meet individual abilities while maintaining appropriate levels of challenge.	● Pair students with peer mentors during independent rotations. ● Provide simplified workout logs with guided prompts. ● Offer alternative bodyweight or resistance band exercises for students requiring modifications.

Unit: Functional Fitness and HIIT	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 functional fitness and interval training on body systems, physical performance, and overall health.
10.4.9.C Apply knowledge of movement concepts, training principles, and fitness components to improve physical performance and health-related fitness.
10.4.9.D Design, implement, and modify fitness activities based on personal goals, abilities, and performance data.
10.5.9.A Analyze and apply safe practices, procedures, and responsible behaviors during physical activity.
10.5.9.B Evaluate movement quality, exercise intensity, recovery, and performance outcomes during physical activity.

STEELS Connections:

Health and Wellness Literacy

- Students evaluate how functional movements, interval training, and recovery strategies contribute to overall health and physical performance.

Data Collection and Analysis

- Students analyze exercise intensity, work-to-rest ratios, perceived exertion, and personal performance data to evaluate workout effectiveness.

Design Thinking and Problem Solving

- Students design and modify fitness circuits based on specific goals, available resources, and individual abilities.

Collaboration and Communication

- Students provide constructive feedback, coach peers, and use communication strategies to improve movement quality and safety.

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

- Analyze the purpose and benefits of functional fitness training and High-Intensity Interval Training (HIIT).
- Compare functional movements with traditional resistance training and explain how each supports fitness goals.

Assessment:

Formative Assessments

- Teacher observation of movement quality, technique, and safety.
- Participation in functional fitness circuits and HIIT workouts.

- Apply proper movement patterns and safety techniques while performing bodyweight exercises, kettlebell movements, and functional fitness activities.
- Design and participate in circuit-based and interval workouts that develop strength, endurance, balance, coordination, and flexibility.
- Evaluate how work-to-rest ratios and exercise intensity influence workout effectiveness.
- Demonstrate effective communication and coaching strategies while providing peer feedback.
- Analyze personal performance data and reflections to identify strategies for improving movement quality, fitness, and recovery.

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

- Introduction to Functional Fitness and HIIT: Explore the purpose of functional fitness and High-Intensity Interval Training (HIIT). Compare functional movements used in daily life with traditional resistance training exercises. Discuss how functional fitness improves movement efficiency, injury prevention, athletic performance, and lifelong wellness.
- Movement Skill Development: Teacher demonstration and guided practice of foundational movement patterns including squats, lunges, push-ups, planks, burpees, hinges, rotational movements and carrying movements. Students focus on proper body mechanics, posture, and movement quality.
- Kettlebell and Equipment Instruction: Students learn proper safety procedures and techniques for kettlebell exercises (if available). Practice selecting appropriate resistance and maintaining proper form throughout movements.
- Functional Fitness Circuits: Students rotate through stations emphasizing muscular strength, muscular endurance, cardiovascular endurance, balance, coordination, core stability, and flexibility. Students modify exercises based on individual fitness levels.
- Partner coaching feedback.
- Exit tickets.
- Student fitness journal reflections.
- Self-assessment of effort and exercise intensity.
- Heart rate and RPE recording activities.

Summative Assessments

- Functional Fitness Performance Assessment: Students demonstrate proper movement mechanics, safe participation. appropriate exercise modifications, effective participation in functional fitness circuits, and understanding of interval training concepts.
- HIIT and Functional Fitness Assessment: Assessment covering functional fitness concepts, HIIT principles, circuit training, exercise intensity, work-to-rest ratios, recovery strategies, and exercise safety.
- Workout Reflection: Students analyze personal workout data, movement quality, exercise intensity, recovery, and strategies for future improvement.

• HIIT Training Sessions: Students participate in age-appropriate interval workouts using timed work and recovery periods while monitoring heart rate, perceived exertion, and individual readiness. • Partner Coaching: Students work with partners to evaluate movement quality, reinforce proper technique, encourage safe participation, provide constructive feedback, and assist with timing and station transitions. • Workout Reflection: Students record exercise intensity, heart rate, RPE, recovery observations, personal performance, and modifications made during workouts. Students analyze how adjustments influence workout effectiveness. • Application to Lifelong Fitness: Students discuss how functional movements improve everyday activities, recreation, sports participation, occupational tasks and long-term health and independence.	
Materials and Resources: • Exercise mats • Kettlebells (if available) • Jump ropes • Cones • Agility ladders • Plyometric boxes • Resistance bands (if available) • Interval timers/stopwatches • Student fitness journals • Circuit station cards • Heart rate monitors (if available) • RPE (Rate of Perceived Exertion) charts • Functional fitness presentation/notes • Whiteboard/projector	**Extensions:** • Design and lead a functional fitness circuit targeting multiple components of fitness. • Create a HIIT workout aligned to a specific fitness goal and justify the selected work-to-rest ratios. • Compare the benefits of functional fitness and traditional resistance training for different populations. • Analyze personal workout data and recommend adjustments using exercise science principles. • Research how functional fitness is used in careers such as firefighting, law enforcement, military service, healthcare, or athletics.

Instructional Methods:	Remediation:
• Direct Instruction: Teacher introduces functional fitness concepts, HIIT principles, movement efficiency, and interval training variables. Mini-lessons emphasize proper movement mechanics, recovery strategies, and injury prevention. • Teacher Modeling: Teacher demonstrates proper body mechanics, functional movement patterns, kettlebell techniques (if available), and safe exercise progressions. The teacher also models appropriate work-to-rest pacing and exercise modifications. • Guided Practice: Students practice functional movements with teacher feedback before participating in full circuits. Teacher provides corrective feedback to improve posture, alignment, movement quality, and safety. • Circuit-Based Learning: Students rotate through functional fitness stations designed to develop multiple components of health-related fitness. Students monitor performance and apply exercise science principles during each station. • Interval Training: Students participate in structured HIIT workouts using predetermined work-to-rest ratios. Students evaluate heart rate response, perceived exertion, and recovery throughout each workout. • Cooperative Learning: Students collaborate with partners to complete circuits, monitor exercise intensity, provide encouragement, and reinforce safe participation. • Peer Coaching: Students provide constructive feedback using teacher-established movement cues and technique checklists. Partners encourage proper form, pacing, and accountability. • Performance Feedback: Teacher conferences with students during activities to reinforce movement quality, discuss workout data, and recommend modifications.	• Modify exercises by reducing intensity, repetitions, duration, or movement complexity. • Provide low-impact alternatives for jumping or high-intensity exercises. • Offer additional teacher modeling and guided practice for functional movement patterns. • Pair students with supportive partners during coaching activities. • Use visual exercise cards, movement cue cards, and demonstration videos to reinforce proper technique. • Provide structured workout templates and additional time for skill development before increasing intensity.

• Data Collection and Analysis: Students collect and analyze heart rate, RPE, interval timing, and workout reflections to evaluate performance and adjust future workouts. • Reflection and Self-Assessment: Students evaluate workout effectiveness, identify strengths and areas for improvement, and set goals for continued fitness development. • Differentiated Instruction: Teacher modifies movement complexity, exercise intensity, work intervals, and equipment selection to meet diverse student needs while maintaining appropriate levels of challenge.	

Unit: Lifetime Fitness and Wellness	4 Class Periods - 56 minutes each

Academic Standards:

10.4.9.A Analyze and engage in physical activities that promote personal health and wellness throughout life.
10.4.9.B Evaluate the physical, mental, emotional, and social benefits of lifelong participation in physical activity.
10.4.9.C Apply knowledge of fitness concepts, personal interests, and lifestyle factors to select appropriate physical activities.
10.4.9.D Develop and modify personal fitness plans that support lifelong participation in physical activity.
10.5.9.A Analyze and apply safe practices, procedures, and responsible behaviors during physical activity.
10.5.9.B Evaluate barriers, resources, and strategies that influence lifelong participation in physical activity.

STEELS Connections:

Health and Wellness Literacy

- Students evaluate how physical activity choices influence lifelong physical, mental, emotional, and social wellness.

Personal Decision-Making

- Students analyze personal interests, resources, abilities, and barriers to make realistic physical activity choices.

Problem Solving and Planning

- Students identify barriers to physical activity and develop strategies to overcome challenges.

Reflection and Goal Setting

- Students create personal wellness plans based on individual goals, preferences, and lifestyle factors.

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

- Analyze the importance of lifelong physical activity for physical, mental, emotional, and social wellness.
- Evaluate a variety of physical activities and their impact on different components of fitness and overall health.
- Identify personal interests, abilities, resources, and lifestyle factors when selecting realistic lifetime activities.
- Participate in a variety of lifetime fitness activities including walking, running, yoga, swimming, pickleball, cycling, hiking, and resistance training.

Assessment:

Formative Assessments

- Teacher observation of participation, effort, safety, and engagement.
- Student reflections following activity exploration.
- Personal activity preference survey.
- Exit tickets.

- Analyze common barriers to physical activity and develop strategies to overcome those barriers.
- Develop a personal lifetime fitness plan that supports continued physical activity beyond middle school.
- Reflect on how personal choices and habits influence long-term health and wellness.

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

- Introduction to Lifetime Fitness: Discuss the importance of maintaining physical activity throughout life. Explore how regular physical activity supports physical, mental, emotional, and social wellness. Compare recreational, competitive, and lifestyle-based physical activities.
- Lifetime Activity Exploration: Students participate in and evaluate a variety of lifetime fitness activities, including walking/fitness walking, running/jogging, yoga and flexibility training, swimming, pickleball, cycling/cardiovascular training, hiking and outdoor recreation, and resistance training. Students discuss how each activity develops different components of health-related fitness.
- Student Choice Activity: Students select activities based on personal interests, individual abilities, available community resources, accessibility, cost, and personal fitness goals. Students explain why selected activities are realistic options for long-term participation.
- Benefits of Physical Activity Investigation: Students analyze how different activities contribute to cardiovascular endurance, muscular strength, muscular endurance, flexibility, mental wellness, stress management, and social wellness.
- Barriers and Solutions Activity: Students identify common barriers to physical activity including time, motivation, cost, transportation, access to facilities, confidence and technology/screen time. Students collaborate to develop realistic strategies for overcoming each barrier.

- Class discussions.
- Barrier and solution brainstorming activity.
- Participation during student-choice activities.

Summative Assessments

- Lifetime Fitness and Wellness Assessment: Assessment covering benefits of lifelong physical activity, health-related fitness components, activity selection, barriers to participation, wellness strategies and community resources.
- Personal Lifetime Fitness Plan: Students develop a personalized wellness plan including preferred activities, personal fitness goals, weekly activity schedule, barriers and solutions, community resources and long-term participation strategies.
- Reflection: Students explain how their selected activities support lifelong physical, mental, emotional, and social wellness.

• Community Wellness Exploration: Students investigate opportunities for lifelong physical activity within their community by identifying local parks and trails, recreation centers, community sports leagues, fitness centers, outdoor recreation opportunities and school/community programs. • Fitness Pathways Showcase: Students research and/or present a lifetime fitness activity they could realistically continue beyond middle school. Presentations should include a description of the activity, health-related fitness components developed, physical, mental, emotional, and social benefits, equipment or facilities needed, cost and accessibility, local opportunities to participate, and why the activity fits their personal interests, goals, and lifestyle. Students compare different activities and identify new options they may want to explore in the future. • Personal Lifetime Fitness Plan: Using information gathered throughout the unit, students create a personalized plan that includes preferred physical activities, short-term and long-term fitness goals, weekly activity schedule, potential barriers, strategies for maintaining lifelong participation, and community resources they can access. Students complete a written reflection explaining how their chosen activities support lifelong health and wellness.	
Materials and Resources: • Fitness room equipment • Ellipticals • Stationary bikes • Weight machines • Yoga mats • Pickleball equipment • Jump ropes • Student reflection sheets • Lifetime fitness planning template • Activity choice cards	**Extensions:** • Research a lifetime fitness activity you have never tried and explain how it supports lifelong health. • Create a weekly fitness schedule based on your interests, available time, and community resources. • Interview an adult about how they maintain an active lifestyle and identify strategies they use to overcome barriers.

- Community recreation brochures or websites (if available)
- Student fitness journals
- Whiteboard/projector

Instructional Methods:

- Direct Instruction: Teacher introduces the concept of lifetime fitness, emphasizing the benefits of lifelong physical activity and the importance of selecting activities that can be sustained throughout adulthood. Mini-lessons highlight the physical, mental, emotional, and social benefits of regular activity.
- Experiential Learning: Students actively participate in a variety of lifetime fitness activities, allowing them to experience different forms of physical activity firsthand. Students compare activities based on enjoyment, accessibility, and fitness benefits.
- Student Choice Learning: Students select activities aligned with their interests, abilities, goals, and available resources. Students justify their choices using personal reflection and evidence gathered throughout the unit.
- Guided Practice: Teacher provides instruction, demonstrations, and feedback as students explore new activities and develop confidence in unfamiliar movement skills.
- Activity Exploration: Students rotate through multiple activity stations while evaluating the fitness components, skill requirements, equipment needs, and long-term accessibility of each activity.
- Cooperative Learning: Students collaborate to discuss activity preferences, evaluate barriers, and recommend strategies for maintaining active lifestyles. Small groups share ideas and provide feedback on personal wellness plans.
- Problem-Based Learning: Students analyze realistic scenarios involving barriers to physical activity and develop practical, evidence-based solutions that support lifelong participation.
- Compare the physical, mental, emotional, and social benefits of several lifetime fitness activities.
- Develop a "Fitness in My Community" guide highlighting local parks, trails, recreation centers, fitness facilities, and community programs that support lifelong wellness.

Remediation:

- Modify activities based on individual abilities, comfort levels, and physical needs.
- Offer low-impact or adapted alternatives when appropriate.
- Allow students to choose from multiple activities based on interests and accessibility.
- Provide guided reflection questions, graphic organizers, and examples to support planning.
- Pair students with supportive partners during activity exploration and discussions.
- Provide teacher conferencing to assist students in identifying realistic goals and overcoming barriers.
- Break the Lifetime Fitness Plan into smaller checkpoints with frequent feedback and opportunities for revision.

• Reflection and Self-Assessment: Students evaluate personal interests, fitness goals, and lifestyle factors to determine which activities best support long-term wellness. Students reflect on how their physical activity habits may evolve throughout different stages of life. • Goal Setting and Planning: Students develop individualized lifetime fitness plans using SMART goals, personal interests, and available community resources. Students evaluate and revise plans based on feedback and self-reflection. • Differentiated Instruction: Teacher provides multiple activity options, modifications, and levels of challenge to accommodate diverse interests, abilities, and fitness levels. Students receive additional support when selecting realistic activities and developing personal wellness plans.	

Unit: Personal Fitness	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 Evaluate the physical, mental, emotional, and social benefits of regular participation in physical activity and healthy lifestyle behaviors.
10.4.9.C Apply knowledge of fitness concepts, exercise principles, nutrition, and wellness behaviors to improve personal health.
10.4.9.D Design, implement, evaluate, and modify a personal fitness plan based on individual goals, abilities, and performance data.
10.5.9.A Analyze and apply safe practices, procedures, and responsible behaviors during physical activity.
10.5.9.B Evaluate personal health behaviors and make informed decisions that support lifelong wellness.

STEELS Connections:

Health and Wellness Literacy

- Students evaluate how exercise, nutrition, recovery, and lifestyle choices interact to influence overall wellness.

Data Collection and Analysis

- Students use fitness information, personal reflections, and performance data to evaluate progress and make adjustments.

Design Thinking and Problem Solving

- Students identify personal wellness goals, design a plan, test strategies, and modify their approach based on results.

Personal Decision-Making and Self-Management

- Students develop strategies to overcome barriers and create sustainable habits that support lifelong health.

Innovation and Design Process

- Students design, test, evaluate, and modify personal fitness plans based on individual data, feedback, and changing needs.

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

- Apply exercise science concepts, training principles, and health behaviors to design an individualized fitness plan.
- Develop realistic short-term and long-term fitness goals using the SMART goal framework.

Assessment:

Formative Assessments

- Teacher conferences and feedback during project development.
- Fitness goal check-ins.
- Workout plan reviews.

- Design, implement, and evaluate a weekly fitness schedule incorporating cardiovascular endurance, muscular strength, muscular endurance, and flexibility.
- Analyze the relationship between nutrition, hydration, recovery, and physical performance.
- Develop a recovery plan incorporating sleep, rest, mobility, and stress management strategies.
- Evaluate personal progress using fitness logs, reflections, and performance data.
- Modify fitness strategies based on personal needs, progress, and changing goals.
- Demonstrate independence, responsibility, and ownership of personal health and wellness decisions.
- Evaluate how skill-related fitness components contribute to athletic performance, recreation, and daily movement.

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

- Fitness Concept Review and Application: Review major concepts learned throughout the Physical Wellness course including the FITT Principle, progressive overload, specificity, training zones, recovery strategies, health-related fitness components, and skill-related fitness components.
- Personal Fitness Goal Development: Students analyze previous fitness assessments, workout logs, and personal reflections to identify areas for improvement. Students develop realistic short-term and long-term fitness goals using the SMART goal framework. Students identify personal strengths, challenges, and strategies for achieving success.
- Personal Fitness Plan Design: Students create an individualized weekly fitness schedule incorporating cardiovascular endurance activities, muscular strength and muscular endurance training, flexibility/mobility activities, and recovery strategies. Students apply FITT principles when

- Fitness journal entries.
- Peer feedback on fitness plans.
- Teacher observation during implementation of workouts.

Summative Assessments

- Personal Fitness Project including:
  - SMART fitness goals
  - Weekly workout schedule
  - Healthy nutrition and hydration strategies
  - Recovery plan
  - Potential barriers and strategies for overcoming them
  - Final reflection
- Presentation or submission of completed personal fitness plan.
- Reflection demonstrating understanding of lifelong wellness concepts.

determining frequency of workouts, exercise intensity, workout duration and type of activity. Students identify potential barriers that may interfere with achieving their fitness goals, such as time, motivation, access to resources, cost, or competing responsibilities. Students develop realistic strategies and solutions to overcome these barriers and maintain long-term participation in physical activity. ● Nutrition and Recovery Planning: Students create a basic nutrition plan focused on balanced nutrition, hydration, fueling physical activity and healthy lifestyle habits. Students develop a recovery plan incorporating sleep habits, rest days, stretching/mobility and stress management strategies. ● Fitness Plan Implementation: Students complete personal workouts using available fitness room equipment and activities. Students maintain a fitness journal documenting completed workouts, progress toward goals, challenges encountered, and adjustments made based on results. ● Personal Fitness Project Showcase: Students present their completed fitness plan through a written, digital, or verbal format. Students explain their personal fitness goals, workout plan and exercise choices, nutrition and recovery strategies, expected challenges and solutions, and how their plan supports lifelong wellness. Students reflect on how they can continue applying fitness concepts beyond middle school. ● Final Reflection: Students evaluate personal growth throughout the course and identify future wellness goals.	
Materials and Resources: ● Student fitness journals ● Fitness planning templates ● SMART goal worksheets ● Workout log templates ● Nutrition planning resources ● Recovery strategy resources	**Extensions:** ● Create a four-week fitness program using progressive overload. ● Research careers related to health, fitness, and wellness. ● Analyze wearable fitness technology data and explain how it can support personal goals.

- Weight machines
- Cardio equipment
- Exercise mats
- Training zone charts
- FITT Principle resources
- Whiteboard/projector

Instructional Methods:

- Individualized Instruction: Students receive guidance based on personal fitness levels, goals, interests, and abilities. The teacher provides individualized feedback to help students create realistic and achievable fitness plans.
- Teacher Conferencing: Teacher meets with students throughout the project to discuss goals, provide feedback, and assist with modifications.
- Guided Practice: Teacher models examples of effective SMART goals, workout plans, nutrition strategies, and recovery plans. Students practice applying fitness concepts before independently developing their own plans.
- Independent Fitness Application: Students take ownership of their fitness choices by designing and completing workouts aligned with personal goals. Students practice independence, responsibility, and decision-making in the fitness environment.
- Reflection and Self-Assessment: Students analyze fitness data, journal entries, and personal experiences to evaluate progress. Students identify successes, challenges, and future improvements.
- Goal-Setting Activities: Students create measurable goals and develop action steps for achieving them. Students monitor progress and revise goals when necessary.
- Peer Feedback: Students review classmates' fitness plans and provide constructive feedback related to safety, effectiveness, and realistic goal setting.

- Design and lead a workout session for classmates.
- Revise their fitness plan based on progress and feedback.

Remediation:

- Provide guided fitness plan templates with examples.
- Offer teacher support selecting realistic goals.
- Provide modified workout options based on individual abilities and needs.
- Use checklists to assist students in completing project components.
- Allow verbal reflections or teacher conferences as alternatives to written responses.
- Provide additional modeling and examples of effective workout, nutrition, and recovery plans.

• Student Choice Learning: Students select activities, exercises, and strategies that align with their interests, abilities, and lifestyle needs. • Project-Based Learning: Students apply knowledge from the entire Physical Wellness course to create a realistic personal wellness plan. Students solve problems, make decisions, test strategies, and modify plans based on results.	