

Unit 1			
Exercise Safety			
Duration	1 Week	Assessed	
Priority Standard(s)	HM 3A	Identify the relationship between warmup, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries	
Supporting Standard(s)	HM 1A	Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness	
	HM 1B	Analyze and compare health, skill, and fitness benefits derived from a variety of sports and lifetime activities (e.g., pedometers, pulse wands, heart rate wands, tri-fit machines)	
	HM 1B	Describe the relationship between nutrition, exercise and body composition	
	HM 2A	Show personal etiquette, respect, and safety skills during physical activities	
	HM 2A	Identify strategies for including persons of diverse backgrounds and abilities in physical activities	

Unit 2				
Fitness Testing/Goal Setting				
Duration	2 weeks			Assessed
Priority Standard(s)	HM 1A	Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness		
Supporting Standard(s)	HM 1A	Analyze present fitness levels to create a longterm personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness		
	HM 1B	Describe the relationship between nutrition, exercise and body composition		
	HM 1C	Design a personal fitness plan utilizing the FITT (frequency, intensity, time, type) principle and the principles of overload, progression, and specificity that contributes to an active healthy lifestyle		

Unit 3			
Running Form			
Duration	2 weeks		
Assessed			
Priority Standard(s)	HM 1A	Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness	
Supporting Standard(s)	PA2A	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)	
	HM1D	Identify the major muscle groups that are engaged during specific exercises and activities (e.g., bicep – bicep curl)	
	HM1E	Identify and analyze the critical elements of selected advanced skills	
	HM2A	Show personal etiquette, respect, and safety skills during physical activities, Identify strategies for including persons of diverse backgrounds and abilities in physical activities	
	PA2D	Summarize the history, rules, terminology and etiquette in running, Identify and apply rules, skill techniques and basic strategies in running, Consistently demonstrate skill competency in running	

Unit 4			
Speed and Agility			
Duration	2 weeks		Assessed
Priority Standard(s)	HM 1A	Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness	
Supporting Standard(s)	HM1C	Differentiate between how oxygen is utilized aerobically and anaerobically	
	PA2A	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)	
	HM1D	Identify the major muscle groups that are engaged during specific exercises and activities (e.g., bicep – bicep curl)	
	HM1E	Identify and analyze the critical elements of selected advanced skills	
	HM2A	Show personal etiquette, respect, and safety skills during physical activities, Identify strategies for including persons of diverse backgrounds and abilities in physical activities	
	PA3C	Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls, scarves)	