

Unit 1			
Fitness Test			
Duration	1 week		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 2			
Stretching			
Duration		throughout semester	Assessed
Priority Standard(s)	HM1A	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)	HM1D	Identify the major muscle groups that are engaged during specific exercises and activities	
	HM2A	Show personal etiquette, respect, and safety skills during physical activitiesIdentify strategies for including persons of diverse backgrounds and abilities in physical activities	
	HM3A	Identify the relationship between warm- up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries Investigate and predict potential exercise-related injuries and medical conditions that could occur during a variety of physical activities	
	HM1E	Identify and analyze the critical elements of selected advanced skills (e.g., strength training, games)	
	PA2A	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)	
	PA2D	Summarize the history, rules, terminology and etiquette in stretching Identify and apply rules, skill techniques and basic strategies in stretching Consistently demonstrate skill competency in stretching	
	PA3C	Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls, scarves)	

Unit 3			
Stress Relief			
Duration		throughout semester	Assessed
Priority Standard(s)	HM1B	Analyze the benefits of an effective stress management plan	
	HM1A	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)	HM2A	Show personal etiquette, respect, and safety skills during physical activitiesIdentify strategies for including persons of diverse backgrounds and abilities in physical activities	
	HM1E	Identify and analyze the critical elements of selected advanced skills (e.g., strength training, games)	
	PA3C	Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls, scarves)	

Unit 4			
Pilates			
Duration	2 weeks		Assessed
Priority Standard(s)	HM1A	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	
	HM2A	Show personal etiquette, respect, and safety skills during physical activitiesIdentify strategies for including persons of diverse backgrounds and abilities in physical activities	
	HM3A	Identify the relationship between warm- up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries	
		Investigate and predict potential exercise-related injuries and medical conditions that could occur during a variety of physical activities	
	HM1E	Identify and analyze the critical elements of selected advanced skills (e.g., strength training, games)	
	PA2A	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)	
	PA2D	Summarize the history, rules, terminology and etiquette in pilates Identify and apply rules, skill techniques and basic strategies in pilates Consistently demonstrate skill competency in pilates	
	PA3C	Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls, scarves)	

Unit 5			
Yoga			
Duration	2 weeks		Assessed
Priority Standard(s)	HM1A	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	
	HM2A	Show personal etiquette, respect, and safety skills during physical activities Identify strategies for including persons of diverse backgrounds and abilities in physical activities	
	HM3A	Identify the relationship between warm- up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries Investigate and predict potential exercise-related injuries and medical conditions that could occur during a variety of physical activities	
	HM1E	Identify and analyze the critical elements of selected advanced skills (e.g., strength training, games)	
	PA2A	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)	
	PA2D	Summarize the history, rules, terminology and etiquette in yoga Identify and apply rules, skill techniques and basic strategies in yoga Consistently demonstrate skill competency in yoga	
	PA3C	Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls, scarves)	

Unit 6			
Dance			
Duration	2 weeks		Assessed
Priority Standard(s)	PA3D	Demonstrate basic skills and social etiquette in a variety of dance forms utilizing different cultural backgrounds (e.g., line dance, social, folk, aerobic, square, jazz, contemporary)	
	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)	PA3E	Compare the recreational and social aspects of a variety of dances and their impact on cultural development	
	HM2A	Show personal etiquette, respect, and safety skills during physical activitiesIdentify strategies for including persons of diverse backgrounds and abilities in physical activities	
	HM3A	Identify the relationship between warm- up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries Investigate and predict potential exercise-related injuries and medical conditions that could occur during a variety of physical activities	
	HM1E	Identify and analyze the critical elements of selected advanced skills (e.g., strength training, games)	
	PA2A	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)	
	PA2D	Summarize the history, rules, terminology and etiquette in dance Identify and apply rules, skill techniques and basic strategies in dance Consistently demonstrate skill competency in dance	
	PA3C	Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls, scarves)	

Unit 7

Walking

Duration	1 week		Assessed
Priority Standard(s)	HM1A	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)	HM1B	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)	
	PA2A	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)	
	HM2A	Show personal etiquette, respect, and safety skills during physical activitiesIdentify strategies for including persons of diverse backgrounds and abilities in physical activities	
	HM3A	Identify the relationship between warm- up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries Investigate and predict potential exercise-related injuries and medical conditions that could occur during a variety of physical activities	