

Unit 1			
Exercise Safety			
Duration	Week 1		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	Week 2-3, 18		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			
Leisure Walk & Talk			
Duration	Week 4-7		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 1B	Analyze the benefits of an effective stress management plan	
	HM 1B	Categorize short and long-term effects of stress on the individual	
	PA 2A	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)	

Unit 4			
Speed Walking			
Duration	Weeks 8-11		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 1C	Differentiate between how oxygen is utilized aerobically and anaerobically	
	HM 1B	Analyze the benefits of an effective stress management plan	
	HM 1B	Categorize short and long-term effects of stress on the individual	
	PA 2A	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)	

Unit 5			
Mall Walking			
Duration	Weeks 12-15		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 1C	Differentiate between how oxygen is utilized aerobically and anaerobically	
	HM 1B	Analyze the benefits of an effective stress management plan	
	HM 1B	Categorize short and long-term effects of stress on the individual	
	PA 2A	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)	

Unit 6			
Walking Games			
Duration	Weeks 16-17		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 1C	Differentiate between how oxygen is utilized aerobically and anaerobically	
	HM 1B	Analyze the benefits of an effective stress management plan	
	HM 1B	Categorize short and long-term effects of stress on the individual	
	PA 2A	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)	