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# Park Hill School District

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Building Successful Futures • Each Student • Every Day

## High School Foundations of Fitness Curriculum

**Course Description:** This course applies the principles, practices and the importance of lifelong fitness. Students participate in fitness evaluations to determine fitness goals and participate in a variety of activities to promote overall fitness and health. As a result, students will be able to continue to apply the connection between health and regular physical activity after completing this course. This course cannot be repeated.

### Scope and Sequence:

Timeframe	Unit	Instructional Topics
Ongoing	Introduction to Fitness	Topic 1: Phases of Exercise Topic 2: Components of Fitness Topic 3: F.I.T.T.
Ongoing	Games and Sports	Topic 1: Drills and Skills
Ongoing	Lifetime Activity	Topic 1: Fitness Testing Topic 2: Fitness Plans and Goals

## Unit 1: Introduction to Fitness

**Subject:** Foundations of Fitness

**Grade:** 9

**Name of Unit:** Introduction to Fitness

**Length of Unit:** Ongoing

**Overview of Unit:** Students will be participating in a variety of activities that improve fitness and overall health to promote an active lifestyle. An effective activity plan consists of 3 phases of exercise, activities specifically relating to the 5 components of fitness, and using the F.I.T.T. principles as a guideline.

**Priority Standards for unit:**

- PA3A9-12a Identify the relationship between warm-up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries
- PA1B9-12a 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)

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the relationship between warm-up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries	Identify	Remember	1
health, skill, and fitness benefits derived from a variety of sports and lifetime activities	Analyze	Analyze	3
health, skill, and fitness benefits derived from a variety of sports and lifetime activities	Compare	Apply	2

**Essential Questions:**

1. How would a proper workout program contribute to a healthy lifestyle?
2. How is total health measured using the 5 components of fitness?
3. How does the F.I.T.T. principle affect a long-term fitness plan?

**Enduring Understanding/Big Ideas:**

1. An appropriately designed workout program prepares the body for safe and effective activity.
2. The Fitnessgram test measures cardiovascular endurance, muscle strength and endurance, flexibility and body composition.
3. The FITT principle are specific components of a workout program designed to monitor an effective and progressive workout.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
	Three Phases of Exercise Five Components of Fitness F.I.T.T. Principle

**Resources for Vocabulary Development:**

Shapeamerica.org

## Topic 1: Phases of Exercise

### **Engaging Experience 1**

**Title:** Warm Up, Workout, Cool Down

**Suggested Length of Time:** Ongoing

### **Standards Addressed**

*Priority:*

- PA3A9-12a Identify the relationship between warm-up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries

**Detailed Description/Instructions:** Demonstrate a variety of warmups, workout, and cool down options and explain how they can reduce injury.

**Bloom's Levels:** Apply

**Webb's DOK:** 1

## Topic 2: Components of Fitness

### **Engaging Experience 2**

**Title:** Components of Fitness

**Suggested Length of Time:** Ongoing

### **Standards Addressed**

*Priority:*

- PA1C9-12a 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 (American College of Sport Medicine guidelines)

**Detailed Description/Instructions:** Learn the five components of fitness (cardiovascular, muscle endurance, muscle strength, flexibility, body composition) and participate in components of fitness on a daily basis through specific fitness exercises and/ or sports and games.

**Bloom's Levels:** Remember

**Webb's DOK:** 1

## Topic 3: F.I.T.T.

### **Engaging Experience 3**

**Title:** F.I.T.T. Principle

**Suggested Length of Time:** Ongoing

#### **Standards Addressed**

*Priority:*

- PA1C9-12a 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 (American College of Sport Medicine guidelines)

**Detailed Description/Instructions:** Describe the F.I.T.T. principle and explain how these aspects relate to the progression of physical activity. (frequency, intensity, time, type)

**Bloom's Levels:** Remember

**Webb's DOK:** 1

## Engaging Scenario

**Engaging Scenario** After learning the five components of fitness and benefits of each, students will participate in the Fitnessgram tests to identify their current levels and compare it to the Missouri Health Fitness Standards.

**Rubric for Engaging Scenario:**

Fitnessgram recommended ranges for specific ages and gender

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Phases of Exercises	Warm Up, Workout, and Cool Down	Demonstrate a variety of warmups, workout, and cool down options	Ongoing
Components of Fitness	Five Components of Fitness	Learn the five components of fitness (cardiovascular, muscle endurance, muscle strength, flexibility, body composition) and participate in components of fitness on a daily basis through specific fitness exercises and/ or sports and games.	Ongoing
F.I.T.T.	F.I.T.T. Principle	Describe the F.I.T.T. principle and explain how these aspects relate to the progression of physical activity. (frequency, intensity, time, type)	Ongoing

## Unit 2: Games and Sports

**Subject:** Foundations of Fitness

**Grade:** 9

**Name of Unit:** Games and Sports

**Length of Unit:** Ongoing

**Overview of Unit:** In addition to learning how games and sports positively affect health, the proper skills, rules, and safety techniques are addressed.

**Priority Standards for unit:**

- MP2A9-12a Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)
- PA1B9-12a 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)
- PA2A9-12a Show personal etiquette, respect, and safety skills during physical activities

**Supporting Standards for unit:**

- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.A.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias
- TT.AB.A.18: Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
skill techniques of self and others,	Analyze	Analyze	3
skill errors	Detect	Apply	2
make corrections	Demonstrate	Apply	3
health, skill, and fitness benefits derived from a variety of sports and lifetime activities	Analyze	Analyze	3

health, skill, and fitness benefits derived from a variety of sports and lifetime activities	Compare	Apply	2
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**Essential Questions:**

1. How can games and sports help develop a healthy lifestyle?

**Enduring Understanding/Big Ideas:**

1. Activities that increase the heart rate and respiration improve cardiovascular endurance. Individual and team sports/ games can contribute to positive social experiences, improved self-esteem, promote interest in new activities, and improve fitness.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	Technique Strategy

## Topic 1: Drills and Skills

### **Engaging Experience 1**

**Title:** Drills and Skills

**Suggested Length of Time:** Ongoing

### **Standards Addressed**

*Priority:*

- PA2A9-12a Show personal etiquette, respect, and safety skills during physical activities

*Supporting:*

- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.A.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias
- TT.AB.A.18: Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.

**Detailed Description/Instructions:** Students will participate in a variety of games and sports that emphasize good sportsmanship, correct skills, and improve fitness. Games include but are not limited to: Volleyball, basketball, kickball, flag football, soccer, tennis, volley tennis, badminton, whiffle ball

**Bloom's Levels:** Apply

**Webb's DOK:** 1

## Engaging Scenario

**Engaging Scenario** After learning proper technique of a variety of games and sports students will participate in team and individual activities demonstrating good sportsmanship.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Drills and Skills	Drills and Skills	Students will participate in a variety of games and sports that emphasize good sportsmanship, correct skills, and improve fitness	Ongoing

## Unit 3: Lifetime Activity

**Subject:** Foundations of Fitness

**Grade:** 9

**Name of Unit:** Lifetime Activity

**Length of Unit:** Ongoing

**Overview of Unit:** Students will be participating in a variety of activities that improve fitness and overall health to promote an active lifestyle. Students will assess their current fitness levels and after evaluating results, will create a plan for improvement.

**Priority Standards for unit:**

- PA1C9-12a 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 (American College of Sport Medicine guidelines)
- PA1A9-12b Analyze present fitness levels to create a long-term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness

**Supporting Standards for unit:**

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
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 (American College of Sport Medicine guidelines)	Design	Create	4
a long-term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness	Create	Create	4
present fitness levels	Analyze	Analyze	3

**Essential Questions:**

1. How do you set appropriate goals to meet your individual physical activity or fitness goals?

**Enduring Understanding/Big Ideas:**

1. Goals should be specific, measurable, attainable, realistic, and timely

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
Goal Setting Analyze Standards	FITT Principle 5 Components of Fitness Fitnessgram

**Resources for Vocabulary Development:**

Shapeamerica.org

## Topic 1: Fitness Testing

### **Engaging Experience 1**

**Title:** Fitness Testing

**Suggested Length of Time:** Ongoing

### **Standards Addressed**

*Priority:*

- PA1A9-12b Analyze present fitness levels to create a long-term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness

*Supporting:*

- PA1B9-12a 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)
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

**Detailed Description/Instructions:** Students will participate in the Fitnessgram assessment tests to evaluate individual strengths and weaknesses.

**Bloom's Levels:** Understand

**Webb's DOK:** 3

## Topic 2: Fitness Plans and Goals

### **Engaging Experience 2**

**Title:** Individual Fitness Plan and Goals

**Suggested Length of Time:** End of Semester

### **Standards Addressed**

*Priority:*

- PA1C9-12a 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 (American College of Sport Medicine guidelines)

*Supporting:*

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

**Detailed Description/Instructions:** Create individual goals based on fitness data and design a fitness/activity plan.

**Bloom's Levels:** Understand

**Webb's DOK:** 3

## Engaging Scenario

**Engaging Scenario** After comparing personal fitness data to healthy standards, students will create goals for improvements along with a Fitness plan that incorporates the 5 components of fitness as well as the F.I.T.T. principles. Students will use these goals in order to create a fitness plan.

**Rubric for Engaging Scenario:**

Fitnessgram recommended ranges for specific ages and gender

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Fitness Testing	Fitness Testing	Students will participate in the Fitnessgram assessment tests to evaluate individual strengths and weaknesses.	Ongoing
Fitness Plans and Goals	Individual Fitness Plan and Goals	Create individual goals based on fitness data and design a fitness/ activity plan.	End of Semester

# Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.