

Unit Title: Personal Fitness Planning

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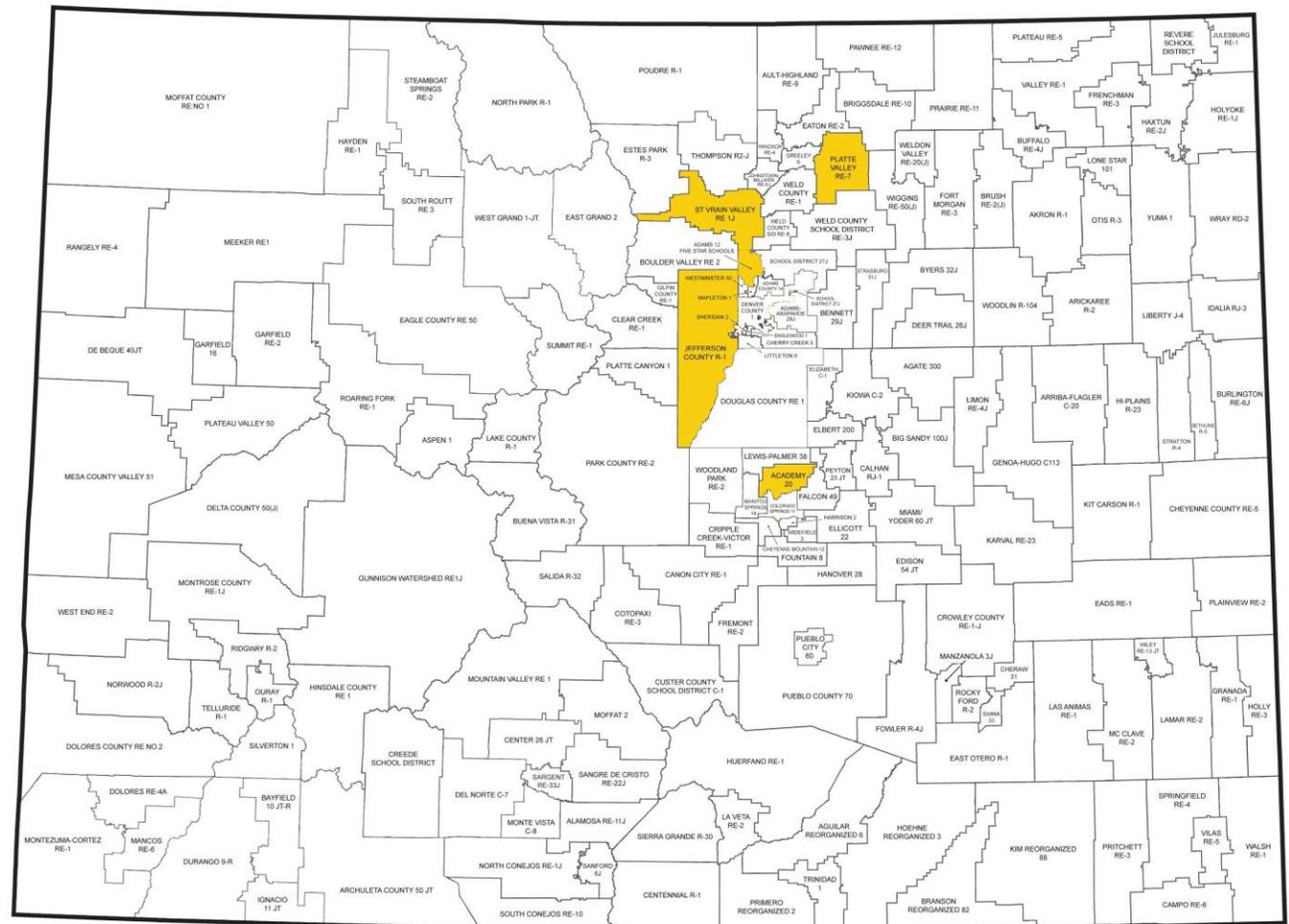
BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Physical Education	Grade Level	High School
Course Name/Course Code	PE2		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement Competence and Understanding	1. Participate at a competent level in a variety of lifelong physical activities	PE09-GR.HS-S.1-GLE.1	
	2. Understand the cognitive impact of movement	PE09-GR.HS-S.1-GLE.2	
	3. Apply rules, principles, problem-solving skills, and concepts to traditional and nontraditional movement settings	PE09-GR.HS-S.1-GLE.3	
2. Physical and Personal Wellness	1. Establish goals based on fitness assessment data, and develop, implement, achieve, and monitor an individual health and fitness plan	PE09-GR.HS-S.2-GLE.1	
	2. Identify community resources to maintain lifelong physical activity	PE09-GR.HS-S.2-GLE.2	
	3. Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education	PE09-GR.HS-S.2-GLE.3	
3. Emotional and Social Wellness	1. Demonstrate respect for individual differences in physical activity settings	PE09-GR.HS-S.3-GLE.1	
	2. Demonstrate collaboration, cooperation, and leadership skills	PE09-GR.HS-S.3-GLE.2	
	3. Demonstrate responsible behavior in group settings	PE09-GR.HS-S.3-GLE.3	
4. Prevention and Risk Management	1. Understand the risks and safety factors that may affect participation in physical activity	PE09-GR.HS-S.4-GLE.1	
	2. Demonstrate knowledge of safety and emergency response procedures	PE09-GR.HS-S.4-GLE.2	

Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Colorado's Comprehensive Health and Physical Education Standards

Mental and Emotional

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Personal Fitness Planning	6-8 weeks	1

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Unit Title	Personal Fitness Planning		Length of Unit	6-8 weeks
Focusing Lens(es)	Wellness	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.HS-S.1-GLE.2 PE09-GR.HS-S.1-GLE.3 PE09-GR.HS-S.2-GLE.1 PE09-GR.HS-S.2-GLE.3 PE09-GR.HS-S.3-GLE.2 PE09-GR.HS-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does one know that a fitness plan is effective? (PE09-GR.HS-S.2-GLE.1-EO.a; IQ.1,2,3,4; RA.3; N.1,2) • How can one become more mentally prepared for competition and sports performance? (PE09-GR.HS-S.1-GLE.2-EO.d,e; IQ.3; RA.2; N.2) • Why is using a variety of physical activities important? (PE09-GR.HS-S.2-GLE.3-EO.g; IQ.1; N.1,2) 			
Unit Strands	Movement Competence & Understanding in Physical Education Physical and Personal Wellness in Physical Education			
Concepts	Fitness Planning, Development, Analysis, Integrity, Responsibility, Safety,			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Ongoing analysis helps individuals develop a quality fitness plan. (PE09-GR.HS-S.2-GLE.1-EO.a; IQ.1,2,3,4; RA.3; N.1,2)	What are the components of a fitness plan?	How does analysis of fitness data help to develop a personal fitness program? How might one help a friend to develop personal fitness goals and a fitness plan that fits his or her individual lifestyle?
Responsibility and integrity contribute to the development of a personal fitness plan. (PE09-GR.HS-S.2-GLE.1-EO.a; IQ.1,2,3,4; RA.3; N.1,2)	What are some safety components that need to be included in a fitness plan?	Why is responsibility and integrity important to developing a personal fitness plan?
Analysis and understanding of personal safety can reduce anxiety and increase performance. (PE09-GR.HS-S.2-GLE.3-EO.g; IQ.1; N.1,2)	What are some effects of anxiety on decision making?	When is anxiety helpful, and when is it harmful in a competitive situation?

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Activities that improve fitness (PE09-GR.HS-S.2-GLE.1-EO.a, g) • The components of health related fitness (PE09-GR.HS-S.2-GLE.1-EO.b, d) • The benefits of a variety of physical fitness activities (PE09-GR.HS-S.2-GLE.1-EO.d) • The development of physical fitness goals (PE09-GR.HS-S.2-GLE.3-EO.g) • Bio mechanic principles for safe performance of physical activities (PE09-GR.HS-S.4-GLE.1-EO.d) • Personal levels of fitness (PE09-GR.HS-S.1-GLE.3-EO.b) • Safety equipment(PE09-GR.HS-S.4-GLE.1-EO.a) • Wise consumer choices about equipment, products, and programs (PE09-GR.HS-S.2-GLE.2-EO.c) • Quality of fitness resources in the community (PE09-GR.HS-S.2-GLE.2-EO.d) • Fitness data (PE09-GR.HS-S.1-GLE.3-EO.a) • Safety procedures (PE09-GR.HS-S.4-GLE.1-EO.d) • Self-selected physical activities (PE09-GR.HS-S.2-GLE.3-EO.g) 	<ul style="list-style-type: none"> • Create a Fitness Plan. (PE09-GR.HS-S.2-GLE.1-EO.a) • Modify plan based on skills and performance feedback. (PE09-GR.HS-S.1-GLE.3-EO.b) • Participate in self-selected activities. (PE09-GR.HS-S.2-GLE.3-EO.g) • Analyze fitness data. (PE09-GR.HS-S.1-GLE.3-EO.a) • Demonstrate appropriate/ responsible behavior(PE09-GR.HS-S.3-GLE.1-EO.d) • Use appropriate safety procedures/ equipment. (PE09-GR.HS-S.4-GLE.1-EO.a) • Psychological responses to physical activity. (PE09-GR.HS-S.1-GLE.2-EO.d) • How physical activities relate to goals (PE09-GR.HS-S.2-GLE.1-EO.d) • How to identify safety hazards. (PE09-GR.HS-S.4-GLE.1-EO.d) • Analyze how physical fitness impacts successful participation of a variety of activities (PE09-GR.HS-S.2-GLE.3-EO.g) • Evaluate how a variety of self-selected physical activities provide value to achieving personal fitness goals (PE09-GR.HS-S.2-GLE.3-EO.g) • Explain the benefits of participation in a variety of physical activities. (PE09-GR.HS-S.2-GLE.3-EO.g) • Assess the components of health related physical fitness. (PE09-GR.HS-S.2-GLE.1-EO.b,d) • Apply bio mechanic principles for safe performance of physical activities (PE09-GR.HS-S.4-GLE.1-EO.d) • Monitor personal levels of fitness within each of the five health related fitness components. (PE09-GR.HS-S.2-GLE.1-EO.b,d) • Demonstrates correct use of safety equipment for a variety of physical activities. (PE09-GR.HS-S.4-GLE.1-EO.d) • Evaluate and make wise consumer choices about equipment, products, and programs needed to successfully participate in a wide range of physical activities (PE09-GR.HS-S.2-GLE.2-EO.c) • Evaluate the availability and quality of fitness resources in the community (PE09-GR.HS-S.2-GLE.2-EO.d)

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Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

Physically educated people use personal fitness assessment data, knowledge of the health-related fitness components and community resources to set personal fitness goals and to develop, implement, and participate in a personal fitness plan.

Academic Vocabulary:

Health, fitness, consumer choices, goal setting, develop, implement, achieve, monitor, participation, community resources, time management, participation

Technical Vocabulary:

Fitness, physical activity, fitness plan, health-related fitness components, fitness assessment data, fitness resources, fitness equipment, pedometer, heart rate monitor, physical activity log, moderate to vigorous, FITT principle

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Unit Description:	This unit uses ongoing analysis of health related fitness components to guide individuals in developing a quality personal fitness plan. Throughout the unit students will collect fitness data, develop personal goals, identify barriers to those goals and utilize safety procedures that will enhance their lifelong health and wellness. This unit culminates with students designing expert individualized fitness plan with the goal of analyzing their physical wellness at various phases in their life.
Considerations:	High school students entering into a PE 2 class may already have an understanding of equipment type, SMART goals, the FITT principle, and the five components of physical fitness. However, not all students will have a desire and understanding to create a personal fitness plan. Therefore, it is important to make the connection with how to use their personal fitness plan for their lifelong health and wellness (i.e., performance in future leisure and workplace activities). Teachers will also need to consider such factors as, time, available equipment, data collection, facilities, class size, emphasis of the importance of developing a personal fitness plan, environment, gender make-up.
Unit Generalizations	
Key Generalization (s):	Responsibility and integrity contribute to the development of a personal fitness plan Ongoing analysis helps individuals develop a quality fitness plan
Supporting Generalizations:	Analysis and understanding of personal safety can reduce anxiety and increase performance

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Ongoing analysis helps individuals develop a quality fitness plan Responsibility and integrity contribute to the development of a personal fitness plan
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a physically fit expert, you will work with fellow experts to collectively design individualized fitness plans with the goal of analyzing your physical wellness at various phases in your lives. This will include the five components of health related fitness, which are, muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition. You will present your plans at a gallery walk with a cohort of PE experts.
Product/Evidence: (Expected product from students)	Students will establish goals based on fitness assessment data in order to develop, implement, achieve, and monitor an individual health and fitness plan to include the following concepts: <ul style="list-style-type: none"> • Five components of health related fitness • Personal fitness data i.e., fitness gram, presidential fitness, heart rate monitors • Long and short term goal setting to demonstrate personal wellness • Individual tracking of data with adjustment towards wellness • Apply FITT principle to wellness plan The students will record their fitness plan using a template provided by the teacher i.e., https://docs.google.com/a/adams12.org/viewer?a=v&pid=sites&srcid=YWRhbXMxMi5vcmd8bXJzLWdpYmJsZS1oZWZsdGgtYW5kLXBoeXNpY2FslWVkdWNhdGlvbnxneDoxZjBkNDRIYWY1OGMzY2Rm (Goal Setting/FITT Planning Worksheet) http://www.k12.wa.us/HealthFitness/CBAs/HighSchool/HSFitnessPlanning.pdf (Fitness planning template) https://docs.google.com/a/adams12.org/document/d/1mmqwgj6QLWc2xD2gZsd1eR8d1WDk73hbFubDKtc_Pxc/mobilebasic?pli=1 (Fitness planning template)

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Differentiation: (Multiple modes for student expression)	<ul style="list-style-type: none"> • Provide graphic organizer to substitute for electronic planning form • Allow student to develop personal template to record data • Provide stem statements for goal setting • Review data with student to provide guidance for analysis • Modify fitness components as needed to accommodate physical and cognitive limitations
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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Spark: The Revolutionary New Science of Exercise and the Brain</i>- John J. Ratey and Eric Hagerman (Lexile: 900- 1300)</p> <p><i>Physical Education for Lifelong Fitness</i> - 3rd Edition: The Physical Best Teachers Guide- SHAPE America - Society of Health and Physical Educators, Suzan Ayers, Mary Jo Sariscsany (Lexile: 900- 1300)</p>	

Ongoing Discipline-Specific Learning Experiences			
1.	Description:	Think/work like a physically fit expert consistently analyzing the effectiveness of his/her personal fitness plan	Teacher Resources: http://home.trainingpeaks.com/ (fitness log) http://www.myfitnesspal.com/welcome/learn_more (fitness log)
	Skills:	Analyze personal health wellness plan Modify plan based on skills and performance feedback Refine individual fitness goals for each of the five components of health related physical fitness using research based criteria. Demonstrate the ability to monitor and adjust activity to meet personal goals. Monitor physical activity through the use of fitness log.	Student Resources: http://home.trainingpeaks.com/ (Fitness log) http://www.myfitnesspal.com/welcome/learn_more (Fitness log)
		Assessment:	Students will use a journal to evaluate daily the progress of their personal fitness goals.
2.	Description:	Think/work like a physically fit expert to evaluate your personal fitness goals.	Teacher Resources: http://schoolofleadershiptraininganddevelopmentonlinetraining.wikispaces.com/file/view/Smart_Goal_Worksheet.jpg/197088392/Smart_Goal_Worksheet.jpg (Example of Smart Goal Worksheet)

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		Student Resources:	http://schoolofleadershiptraininganddevelopmentonlinetraining.wikispaces.com/file/view/Smart_Goal_Worksheet.jpg/197088392/Smart_Goal_Worksheet.jpg (Example of Smart Goal Worksheet)
Skills:	Modify plan based on skills and performance feedback Identify and evaluate personal psychological responses Identify areas of weakness and complete an action plan for improvement	Assessment:	The student will use a journal to record barriers towards reaching individual fitness goals.

Prior Knowledge and Experiences
These ongoing learning experiences build upon a presumed student working knowledge of the concepts and skills such as the five components of physical fitness, the FITT principle, and SMART goals, which should have been taught in a PE 1 fitness course.

Learning Experience # 1		
The teacher may pose an essential question (e.g. “How does physical fitness enhance your ability to have a successful life?”) so students can begin to construct and utilize inquiries to help uncover individual wellness indicators.		
Generalization Connection(s):	Responsibility and integrity contribute to the development of a personal fitness plan	
Teacher Resources:	http://www.pinterest.com/pin/440086194810457167/ (Example of Idea Wall using Post-It notes) http://www.cdc.gov/physicalactivity/everyone/health/ (A list of benefits of physical activity) http://www.heart.org/HEARTORG/GettingHealthy/PhysicalActivity/FitnessBasics/Physical-activity-improves-quality-of-life_UCM_307977_Article.jsp (Discusses how physical activity improves quality of life) http://www.bls.gov/ooh/ (US Bureau of Labor Statistics Occupational Outlook Handbook.) http://www.youtube.com/watch?v=4FONtUvRRk4 (YouTube video called Generation XL The Active Brain: How Daily Physical Education is turning fitness on its head) http://www.mohrs-explorers.com/pdf/fat_of_the_land.pdf (Article by Rick Reilly from Sports Illustrated)	
Student Resources:	http://www.mohrs-explorers.com/pdf/fat_of_the_land.pdf (Article by Rick Reilly from Sports illustrated)	
Assessment:	Using the “idea wall”, students will illustrate or write examples of the life advantages of being physically fit.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Provide prepared notes for students to use as prompts for brainstorming.	Students may work with a partner to brainstorm ideas related to physical fitness and personal wellness Students may give oral answers or in writing

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may write goals and objectives in their Post-Secondary Plan needed for graduation (ICAP)
Critical Content:	<ul style="list-style-type: none"> Physical activities related to goals Psychological responses to physical activity 	
Key Skills:	<ul style="list-style-type: none"> Connect how physical activity relates to goals. Identify how physical activity impacts psychological response Participate in a variety of self-selected physical activities, and evaluates the value of each as it relates to personal fitness goals Explain the benefits of participation in a variety of physical activities. 	
Critical Language:	Health, Fitness, Goal setting, Participation, Fitness, Physical activity	

Learning Experience # 2		
The teacher may review the five components of fitness so students can make connections between specific exercises and the components of health related fitness (e.g. muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition).		
Generalization Connection(s):	Responsibility and integrity contribute to the development of a personal fitness plan	
Teacher Resources:	https://docs.google.com/viewer?a=v&pid=sites&srcid=YWRhbXMxMi5vcmd8c2NocmVpYmVyc2l0ZTlwMTJ8Z3g6YmM2ZDVmOGU1ZjhmMTk (Benefits and health-related components of fitness) http://www.health-lesson-plans-teacher.com/healthrelatedfitness.html (Health-Related components of Fitness)	
Student Resources:	http://www.youtube.com/watch?v=SVJqwoxq0RM (Components of health-related fitness and examples of exercises) http://www.youtube.com/watch?v=JxwtKX6vI2Y (Components of fitness)	
Assessment:	Using an exit slip, students will match the five components of health related physical fitness with the appropriate corresponding exercise movements.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide notes before presentation for review or pre-teaching of concepts The teacher may pre-teach academic and technical vocabulary The teacher may give visual cues of examples of the five components of physical fitness	Students may provide verbal responses to assessment Students to physically demonstrate examples of movements that correspond with the five components of health related physical fitness
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A

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Critical Content:	<ul style="list-style-type: none"> • Components of health related fitness
Key Skills:	<ul style="list-style-type: none"> • Identify the five components of fitness
Critical Language:	Health, Fitness, Achieve, Monitor, Participation, Time management, Physical activity, Fitness plan, Health-related fitness components, Fitness assessment data, Fitness resources, Fitness equipment, Physical activity log, Moderate, Vigorous, FITT principle

Learning Experience # 3

The teacher may provide various exercises so students can determine ways to use the exercises (e.g. sit & reach, sit ups, pacer test etc.) to evaluate baseline fitness levels.

Generalization Connection(s):	Responsibility and integrity contribute to the development of a personal fitness plan	
Teacher Resources:	http://www.youtube.com/watch?v=1KfXXVzR8Y (Physical Activity-Fitness Dice) http://21stcenturype.wikispaces.com/ (Activities that can work the health-related fitness components)	
Student Resources:	http://www.youtube.com/watch?v=1NqjUmb1Bb0 (5 components of fitness and how to incorporate and perform exercises safely)	
Assessment:	Students will participate in various fitness tests that align with the five fitness components (i.e., <u>cardiovascular endurance</u> - mile run/pacer test; <u>flexibility</u> - sit and reach; <u>muscular strength</u> - vertical jump, bench press; <u>muscular endurance</u> - push-ups and sit-ups; <u>body composition</u> - bioelectrical impedance).	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may reduce choices down to one to two movements for the student to perform The teacher may allow small groups or 1:1 assessment that enhances student’s participation and motivational level. The teacher may allow modification of movement and intensity to components as appropriate to physical limitations of student	Students may work one on one with a partner
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may present alternative exercise movements or skills to the teacher that are more rigorous (i.e., Power Clean, Plyometric push up) Students may present alternative exercise movements or skills to instructor that allows specificity to a sport or leisure activity of the student’s choice or interest level (i.e., parkour, rock climbing, skateboarding)
Critical Content:	<ul style="list-style-type: none"> • Components of health related fitness • Psychological responses to exercise. 	

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	<ul style="list-style-type: none"> • Appropriate behavior expectations during performance. • Safely use equipment for a variety of activities • Biomechanics of the exercises for safe performance.
Key Skills:	<ul style="list-style-type: none"> • Design and participate in activities that improve all components of health related fitness • Assess the components of health related physical fitness. • Evaluate own responses • Analyze fitness data • Demonstrate appropriate/ responsible behavior • Use appropriate safety procedures/ equipment • Apply bio mechanic principles for safe performance of physical activities
Critical Language:	Health, Fitness, Develop, Implement, achieve, Monitor, Participation, Physical activity, Fitness plan, Health-related fitness components, Fitness assessment data, Moderate, Vigorous, FITT principle

Learning Experience # 4		
The teacher may review their own individual baseline fitness data so students can begin to make connections between data and the development of personal goals for health and physical fitness.		
Generalization Connection(s):	Responsibility and integrity contribute to the development of a personal fitness plan	
Teacher Resources:	https://docs.google.com/a/adams12.org/viewer?a=v&pid=sites&srcid=YWRhbXMxMi5vcmd8bXJzLWdpYmJsZS1oZWZsdGgtYW5kLXB0eXNpY2FsLWVkdWNhdGlvbnxneDozYjNhNDVINjAyNzg0YmVi (Worksheet that allows students to input data from their fitness testing and begin to analyze it and set goals) https://docs.google.com/a/adams12.org/document/d/1xelgwa3bXkWa4THJMcTdF7RI4I5ksF2Jo32qBU4Wp3w/mobilebasic?pli=1 (Empowering students through effective goal setting using activities) https://docs.google.com/a/adams12.org/document/d/1mmqwgj6QLWc2xD2gZsd1eR8d1WDk73hbFubDKtc_Pxc/mobilebasic?pli=1 (Example of a sport folio assignment that then links to a website that keeps their personal fitness data and helps them to set goals.) https://docs.google.com/a/adams12.org/document/d/1mmqwgj6QLWc2xD2gZsd1eR8d1WDk73hbFubDKtc_Pxc/mobilebasic?pli=1 (A chart to input fitness data and set goals)	
Student Resources:	http://www.google.com/url?q=http%3A%2F%2Fwww.focusedfitness.org%2F&sa=D&sz=1&usg=AFQjCNFqRlkHdt9StvCNvmW8hujNUKZ2Gg (Website called Focused Fitness for inputting fitness data and setting realistic goals).	
Assessment:	Students will select three components (e.g. cardio, flexibility, strength, etc) and design a workout activity that aligns with each chosen component.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may pre-teach goal setting strategies, specifically realistic and attainable goals	Students may choose from a selected list of exercises provided by the teacher that align with the five components

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may set goals for 5 of 5 fitness component areas
Critical Content:	<ul style="list-style-type: none"> • Five components of fitness • Goal setting criteria • Personal fitness data 	
Key Skills:	<ul style="list-style-type: none"> • Examine fitness assessment data • Develop a plan to show personal improvement toward achievement of fitness goals • Monitor personal levels of fitness within each of the five health related fitness components • Participate in self-selected activities 	
Critical Language:	Health, Fitness, Goal setting, Develop, Implement, Achieve, Monitor, Participation, Time management, Physical activity, Fitness plan, Health-related fitness components, Fitness assessment data, Fitness resources, Fitness equipment, Physical activity log, Moderate to Vigorous	

Learning Experience # 5		
The teacher may review the FITT principle (i.e. Frequency, Intensity, Time, Type). So students can connect the importance of health related fitness goals to personalized fitness plans.		
Generalization Connection(s):	Ongoing analysis helps individuals develop a quality fitness plan	
Teacher Resources:	http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf (Basic introduction to FITT principles) https://docs.google.com/a/adams12.org/file/d/0BwMtxvcrEECHQ2tjV3VjMW5BbkxIWVVuSFRTGM4NVM0SVQ4/edit (Blank FITT template)	
Student Resources:	https://docs.google.com/a/adams12.org/file/d/0BwMtxvcrEECHQ2tjV3VjMW5BbkxIWVVuSFRTGM4NVM0SVQ4/edit (Blank FITT template)	
Assessment:	Using a fitness plan template, students will design a completed fitness plan that incorporates the FITT principles that align with their health related fitness goals.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide stem starters on the FITT template The teacher may provide a completed FITT template with multiple choices per box so the student may circle appropriate principles The teacher may provide a template with pictures of principles so the student may circle appropriate principles	Students may work with a peer to develop a fitness plan

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may design their own template beyond the time and facilities limitations of the classroom to include, but not limited to, outside fitness centers, extracurricular athletics, off season athletics, etc.
Critical Content:	<ul style="list-style-type: none"> • The FITT principles • A variety of activities • Goal setting criteria • Exercises that connect to each of the five health components 	
Key Skills:	<ul style="list-style-type: none"> • Create a Fitness Plan • Connect FITT principles into a fitness plan • Design and participate in activities that improve all components of health related fitness • Participate in self-selected activities • Utilize the self-selected activities that correspond to the health related components. 	
Critical Language:	Health, Fitness, Consumer choices, Goal setting, Develop, Implement, Achieve, Monitor, Participation, Community resources, Time management, Physical activity, Fitness plan, Health-related fitness components, Fitness assessment data, Fitness resources, Fitness equipment, Pedometer, Heart rate monitor, Physical activity log, Moderate to Vigorous, FITT principle	

Learning Experience # 6	
The teacher may introduce analysis tools (e.g. fitness test results, training logs) so students can begin to determine ways to critique the effectiveness of individual personal health fitness plans.	
Generalization Connection(s):	Ongoing analysis helps individuals develop a quality fitness plan
Teacher Resources:	http://home.trainingpeaks.com/ (Fitness log) http://www.myfitnesspal.com/welcome/learn_more (Fitness log)
Student Resources:	http://home.trainingpeaks.com/ (Fitness log) http://www.myfitnesspal.com/welcome/learn_more (Fitness log) http://asq.org/learn-about-quality/data-collection-analysis-tools/overview/overview.html (Analysis tool checklist)
Assessment:	Students will critique their personal fitness plan (from the previous Learning Experience) through the use of the analysis tool checklist to determine the effectiveness of their plan.

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Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may meet with student in small group or 1:1 in order to check for accuracy and validity of their data in order to lead the student to a personal critique The teacher may provide an example of data in a graphic format vs. numerical format to show decline, stagnation or growth in specific components	Students may work with a student partner Students may use a daily card or sheets to hand write their data in a graphic organizer or template Students may verbally report fitness data to the teacher
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide extended analysis tool criteria (including Individual baseline fitness data, safety hazards, and goal setting monitoring techniques and strategies for improvement)	Students may take the role of a teacher or fitness advisor with other students in class to critique effectiveness Students may input data electronically in a spreadsheet so that data can be tracked for efficiently and create visual graphing tools for the students Students may create a smart phone or mobile app either on own time or in a technology class that data input, collection and analysis can be done electronically in the classroom
Critical Content:	<ul style="list-style-type: none"> • Individual baseline fitness data • Personal physical abilities in order to modify their plan • What are safety hazards • Goal setting monitoring techniques and adjusting strategies. • How to fill out a fitness log • Expectations of behavior 	
Key Skills:	<ul style="list-style-type: none"> • Analyze personal health wellness plan • Modify plan based on skills and performance feedback • Identify safety hazards • Refine individual fitness goals for each of the five components of health related physical fitness using research based criteria • Demonstrate the ability to monitor and adjust activity to meet personal goals • Monitor physical activity through the use of fitness log • Demonstrate appropriate/responsible behavior 	
Critical Language:	Health, Fitness, Goal setting, Time management, Physical activity, Fitness plan, Health-related fitness components, Fitness assessment data, Physical activity log, FITT principle	

Learning Experience # 7	
The teacher may pose an essential question (“Why is responsibility and integrity important for developing a personal fitness plan?”) so students can analyze elements of fitness plans that may pose the greatest barriers to the completion of fitness goals.	
Generalization Connection(s):	Ongoing analysis helps individuals develop a quality fitness plan

Colorado Teacher-Authored Sample Instructional Unit

Teacher Resources:	http://schoolofleadershiptraininganddevelopmentonlinetraining.wikispaces.com/file/view/Smart_Goal_Worksheet.jpg/197088392/Smart_Goal_Worksheet.jpg (Example of Smart Goal Worksheet)	
Student Resources:	http://schoolofleadershiptraininganddevelopmentonlinetraining.wikispaces.com/file/view/Smart_Goal_Worksheet.jpg/197088392/Smart_Goal_Worksheet.jpg (Example of Smart Goal Worksheet)	
Assessment:	Students will identify one element of their plan (from previous Learning Experience) that creates the greatest barrier and develop steps to overcome the obstacle in order to reach their goal (e.g. Smart Goal).	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may pre-teach or reteach problem solving skills as a strategy to analyze data prioritize goals and develop a plan to overcome the obstacle	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may pair the advanced student to work 1:1 with a student who is struggling with their fitness plan	Students may pair with another student and model their work of developing a smart goal for overcoming fitness obstacles
Critical Content:	<ul style="list-style-type: none"> • Psychological responses to physical activity • What are personal barriers to reaching a goal (i.e., lack of experience, lack of knowledge, fear of failure, etc.) • SMART goals • Personal areas of weakness 	
Key Skills:	<ul style="list-style-type: none"> • Modify plan based on skills and performance feedback • Identify and evaluate personal psychological responses • Identify areas of weakness and complete an action plan for improvement 	
Critical Language:	Health, Fitness, Goal setting, Monitor, Time management, Fitness plan, Health-related fitness components, Fitness assessment data, Fitness resources, Fitness equipment, Physical activity log, FITT principle	

Learning Experience # 8	
The teacher may model examples of proper safety techniques for various exercises so students can evaluate safety techniques to be used within fitness plans.	
Generalization Connection(s):	Analysis and understanding of personal safety can reduce anxiety and increase performance
Teacher Resources:	http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Exercise_safety (Exercise safety procedures)
Student Resources:	http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Exercise_safety (Exercise safety procedures)
Assessment:	Students will demonstrate and practice safety procedures to be used while executing various exercises at teacher created workout stations.

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Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may adjust the types of movement or exercises in the student's personal fitness plan in order to minimize injury	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may assign the advanced student to pair with a student who is struggling with safety skills as to model appropriate skills and provide critique in correcting poor safety skills of the struggling student	Student may model safety procedures when performing various exercises
Critical Content:	<ul style="list-style-type: none"> • Surroundings and appropriate safety procedures/ equipment • Safety hazards in the gym and various facilities 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrates correct use of safety equipment for a variety of physical activities • Inspect equipment and facilities for safety hazards prior to participation 	
Critical Language:	Fitness equipment, Moderate to vigorous, Safety procedure	

Learning Experience # 9		
The teacher may provide examples of quality and credible resources for fitness equipment, products, and programs so students can begin to evaluate fitness elements that can aid the implementation of individualized fitness plans.		
Generalization Connection(s):	Analysis and understanding of personal safety can reduce anxiety and increase performance	
Teacher Resources:	http://www.health.harvard.edu/healthbeat/tips-for-choosing-the-right-exercise-equipment (Helps students determine which is the right equipment to choose for them) http://www.wikihow.com/Choose-Home-Exercise-Equipment (Helps students chose exercise equipment) http://www.sparkpeople.com/resource/fitness_articles.asp?id=450 (Tips for helping to choosing the right gym)	
Student Resources:	http://www.health.harvard.edu/healthbeat/tips-for-choosing-the-right-exercise-equipment (Helps students determine which is the right equipment to choose for them) http://www.wikihow.com/Choose-Home-Exercise-Equipment (Helps students chose exercise equipment) http://www.sparkpeople.com/resource/fitness_articles.asp?id=450 (Tips for helping to choosing the right gym)	
Assessment:	Students will compare and contrast the quality and effectiveness of different fitness equipment, products, and programs that will be used to develop their individualized fitness plan. http://mcdn1.teacherspayteachers.com/thumbitem/Compare-Contrast-Graphic-Organizer-FREE/original-451647-1.jpg (Compare and contrast example)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide visual cues for different types of equipment by categorizing that equipment in appropriate component domains.	Students may research one of their three goals of their individualized fitness plan. i.e. (fitness equipment, products or programs)

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	<p>Students may compare different fitness centers, gyms and recreational areas to critique all fitness options available in the community</p> <p>Students may create a portfolio that categorizes all components of a health fitness plan into two domains; exercises that require equipment and those that do not require equipment</p>
Critical Content:	<ul style="list-style-type: none"> • Fitness facilities and resources in the community • Criteria on which to evaluate a fitness facility • Number of minutes they are participating in physical activity during the school day • Guidelines for moderate to vigorous activity • Recommended number of minutes needed in a week to improve each component of health related fitness 	
Key Skills:	<ul style="list-style-type: none"> • Evaluate and make wise consumer choices about equipment, products, and programs needed to successfully participate in a wide range of physical activities • Evaluate the availability and quality of fitness resources in the community • Establish personal physical activity goals 	
Critical Language:	Health, Fitness, Consumer choices, Goal setting, Implement, Monitor, Community resources, Fitness equipment	