## UNIT 1: Fitness Activities

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
<th>BIG IDEAS</th>
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</table>
| Why is important to be physically fit and pursue lifetime physical fitness? | • Students will develop, improve, and maintain a health-enhancing level of physical fitness.  
• Students will develop personal fitness goals.  
• Students understand the impact of physical fitness to achieve wellness. |

### GUIDING QUESTIONS

**Content**

- How do students participate in a variety of physical activities to enhance fitness? (S3)
- Can students explain the benefit of each component of physical fitness? (S3)

**Process**

- How are the components of physical fitness (cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) necessary for a healthy life achieved? (S3)
- How are realistic short-term and long-term personal fitness goals developed? (S3)
- How are personal levels of fitness assessed? (S3)
- How are skills demonstrated within fitness activities? (S1)
- Do students participate in moderate to vigorous levels of fitness activities? (S3)
**Reflective**

- Looking at the components of physical fitness, where have I improved the most? (S3)
- Looking at the components of physical fitness, where do I need the most additional work in order to improve? (S3)
- After assessing my personal level of fitness, what are my short-term and long-term fitness goals? (S3)
- How does physical fitness impact my wellness today and in the future? (S3/S5)

**UNIT 2: Group Activities**

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<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
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<tbody>
<tr>
<td><strong>How will group activities help us now and in the future?</strong></td>
<td>Students will understand the concepts of group activities.</td>
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<td>Students will work collaborating and understand the benefits of being part of a cohesive and functional group.</td>
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<tbody>
<tr>
<td><strong>Content</strong></td>
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<tr>
<td>- Can students explain the concepts of an activity? (S2)</td>
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<tr>
<td>- Can students explain appropriate tactical decisions in group activities. (S2)</td>
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<tr>
<td><strong>Process</strong></td>
</tr>
<tr>
<td>- How do students include all skill level students in physical activities? (S4)</td>
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<td>- How do students participate successfully in a cooperative learning group in a variety of physical activity settings? (S4)</td>
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<td>- How do students encourage others to behave appropriately during activities? (S4)</td>
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<tr>
<td>- How do students provide support to others during activities? (S4)</td>
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<tr>
<td>- How are skills demonstrated within an activity? (S1)</td>
</tr>
<tr>
<td>- Can students develop strategies to improve the outcome of an activity? (S2)</td>
</tr>
<tr>
<td>- Do students participate in moderate to vigorous levels of activity? (S3)</td>
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</table>
UNIT 3: Individual Activities

ESSENTIAL QUESTIONS

How will individual activities help us now and in the future?

BIG IDEAS

- Students will understand the concepts of individual activities.
- Students will participate in individual activities and understand the benefits of an active life.

GUIDING QUESTIONS

Content

- Can students explain the concepts of an activity? (S2)
- Can students explain appropriate tactical decisions in activities. (S2)

Process

- How are a variety of skills demonstrated within an activity? (S1)
- Can students develop strategies to improve the outcome of an individualized activity? (S2)
- Do students independently participate in moderate to vigorous levels of activity? (S3)
- Do students understand the ways in which personal characteristics, personal styles, and activity preferences will change over a lifespan? (S3)

Reflective

- What activity do I want to learn more about? (S5)
• What activity do I see myself doing in the future? (S5)
• How can I improve my skills for the activity? (S1)