

Fitness Foundations



UNIT 1: Fitness Activities

ESSENTIAL QUESTIONS

Why is important to be physically fit and pursue lifetime physical fitness?

BIG IDEAS

- 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

ESSENTIAL QUESTIONS

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

- Students will understand the concepts of group activities.
- Students will work collaborating and understand the benefits of being part of a cohesive and functional group.

BIG IDEAS

GUIDING QUESTIONS

Content

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

Process

- How do students include all skill level students in physical activities? (S4)
- How do students participate successfully in a cooperative learning group in a variety of physical activity settings? (S4)
- How do students encourage others to behave appropriately during activities? (S4)
- How do students provide support to others during activities? (S4)
- How are skills demonstrated within an activity? (S1)
- Can students develop strategies to improve the outcome of an activity? (S2)
- Do students participate in moderate to vigorous levels of activity? (S3)

Reflective

- How do I support others during activities? (S4)
- What benefits are there to working in a group setting? (S4)
- What group activity could I see myself participating in the future? (S5)
- What are my strengths and weaknesses when participating in a group activity? (S4)

UNIT 3: Individual Activities

ESSENTIAL QUESTIONS

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

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

BIG IDEAS

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)