UNIT 1: Cardio

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
<th>BIG IDEAS</th>
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</thead>
</table>
| What is the importance of understanding cardio fitness now and in the future? | ● Students will develop, improve, and maintain a healthy level of cardio fitness.  
● Students will develop personal fitness goals around cardio fitness. |

GUIDING QUESTIONS

**Content**

- What are some cardio fitness resources available in the community? (S2/S5)
- How can students use available resources to gather information about different cardio activities? (S2)
- Can students explain the benefit of cardio fitness activities? (S3)

**Process**

- How are community resources identified and made available? (S2/S5)
- How are students identifying the benefits of cardio fitness? (S3)
- How are realistic short-term and long-term cardio fitness goals developed? (S3)
- How are the students applying information gained from other resources? (S2)
- How are skills demonstrated within fitness activities? (S1)
- Do students participate in moderate to vigorous levels of fitness activities? (S3)

**Reflective**
UNIT 2: Strength

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
<th>BIG IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the importance of muscular strength and endurance now and in the future?</td>
<td>• Students will develop, improve, and maintain a healthy level of muscular strength and endurance.</td>
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<tr>
<td></td>
<td>• Students will develop personal fitness goals around muscular strength and endurance.</td>
</tr>
</tbody>
</table>

GUIDING QUESTIONS

Content

- What are some muscular strength resources available in the community? (S2/S5)
- How can students use available resources to gather information about different muscular strength activities? (S2)
- Can students explain the benefit of muscular strength activities? (S3)

Process

- How are community resources identified and made available? (S2/S5)
- How are students identifying the benefits of muscular strength? (S3)
- How are realistic short-term and long-term muscular strength goals developed? (S3)
- How are the students applying information gained from other resources? (S2)
- How are skills demonstrated within strength activities? (S1)
- Do students participate in moderate to vigorous levels of muscular strength activities? (S3)

Reflective
UNIT 3: Mind and Body

ESSENTIAL QUESTIONS

Why is it important to understand mind and body wellbeing now and in the future?

- Students will develop, improve, and maintain a health-enhancing level of mind and body wellbeing.
- Students will develop personal fitness goals around mind and body wellbeing.

GUIDING QUESTIONS

Content

- Can students explain the benefit of mind and body activities? (S3)
- Can students learn to achieve mind and body wellness by practicing different activities? (S2)
- Can students achieve a mindful state by practicing mind and body techniques? (S4)

Process

- Can students use available resources to find different ways to achieve mind and body wellness? (S4)
- Can students identifying the benefits of mind and body wellness? (S3)
- Can students self-modify to personalize mind and body activities? (S4)
- Can students demonstrate techniques needed to achieve mind and body wellness? (S1/S5)
- Do students participate in moderate levels of mind and body activities? (S3)

Reflective

- How am I using the knowledge I have gathered to improve my mind and body wellness? (S2/S5)
• How am I working towards my goals of mind and body awareness? (S3)
• How will mind and body activities affect my wellness today and in the future? (S5)
• Which mind and body activity am I most comfortable in? (S4)
• Which of these activities would I be interested in continuing in my lifetime fitness routine? (S3/S5)