

Wallenpaupack Area School District Planned Course Curriculum Guide

Department: Health & Physical Education

Name of Course: Personal Fitness

Course Description:

This course is designed to help students of all fitness levels achieve their personal health and wellness goals. Through a combination of cardiovascular exercise, strength training, flexibility work, and functional movements, participants will develop the physical skills and knowledge necessary to maintain a healthy lifestyle. This course provides the tools and support you need; all fitness levels are welcome!

Students will log their workouts using the TeamBuildR app to allow for real-time tracking, personalized feedback, and to help students stay accountable.

Initial Creation Date (if applicable) and Revision Dates:

10/10/2024

Wallenpaupack Area School District Curriculum	
COURSE: Personal Fitness	GRADE/S: 10, 11, 12
UNIT 1: Understanding Fitness & WR Orientation	TIME FRAME: 2 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>PA:</p> <ul style="list-style-type: none"> • 10.4.12. A: Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation. • 10.4.12. B: Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities (social, physiological, psychological). <p>National:</p> <ul style="list-style-type: none"> • Standard 2: A physically educated person demonstrates an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. • Standard 5: A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings. • Standard 6: A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Define personal fitness • Identify the components of fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition. • Understand the importance of fitness in daily life • Establish baseline fitness test scores • Understand basic weight room rules and etiquette • Demonstrate proper safety and spotting techniques
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Fitness Assessment Workshop • Tour and Orientation • Weight Room Scavenger Hunt • Exercise Demonstration Activity
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> - Scavenger Hunt worksheet
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p>
<p>KEY VOCABULARY:</p> <ul style="list-style-type: none"> • Personal fitness • Cardiovascular endurance

- Muscular strength
- Muscular endurance
- Flexibility
- Body composition

Wallenpaupack Area School District Curriculum	
COURSE: Personal Fitness	GRADE/S: 10, 11, 12
UNIT 2: Goal Setting, Basic Weightlifting Techniques, TeamBuildr Introduction	TIME FRAME: 2 weeks

- PA COMMON CORE/NATIONAL STANDARDS:**
- PA:
- 10.4.12.A: Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
 - 10.4.9.D: Evaluate factors that affect physical activity and exercise preferences of adolescents (skill competence, social benefits, previous experience, activity confidence).
 - 10.5.9.D: Identify and describe the principles of training using appropriate vocabulary (specificity, overload, progression, repetition/set, circuit/interval).
- National:
- Standard 3 – A physically educated person participates regularly in physical activity.
 - Standard 5 – A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- UNIT OBJECTIVES (SWBATS):**
- Understand SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound)
 - Write their own SMART goal(s)
 - Learn to use the TeamBuildr app to log workouts
 - Differentiate between sets and reps
 - Introduce proper technique for core lifts (squat, bench press, deadlift, overhead press) as well as variations for each lift

- INSTRUCTIONAL STRATEGIES/ACTIVITIES:**
- SMART Goal Breakdown
 - Fitness SMART Goal Challenge
 - Technique Check Stations
 - Partner Technique Coaching
 - Video Analysis using PerchFit

- ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**
- SMART Goal worksheet
- Formative**
- Teacher Observation
 1. demonstrates proficiency of learning intention or skill development
 2. models the behavior and character of a responsible and moral young adult

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

RESOURCES (Technology Based Resources, Text Resources, etc.):
KEY VOCABULARY: <ul style="list-style-type: none"> • SMART Goal • Specific • Measurable • Attainable • Relevant • Time-bound • Sets • Reps • Hinge • Flexion • Extension • Valsalva Manuever

Wallenpaupack Area School District Curriculum	
COURSE: Personal Fitness	GRADE/S: 10, 11, 12
UNIT 3: Intro to Muscular/Skeletal Systems and Warm up Techniques	TIME FRAME: 2 weeks

PA COMMON CORE/NATIONAL STANDARDS: PA: <ul style="list-style-type: none"> • 10.1.9.B: Analyze the interdependence existing among body systems. • 10.4.9.C: Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. • 10.5.9.D: Identify and describe the principles of training using appropriate vocabulary (specificity, overload, progression, repetition/set, circuit/interval). National: <ul style="list-style-type: none"> • Standard 2: A physically educated person demonstrates an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Identify major muscle groups • Identify major bones of the body • Understand what exercises target specific muscle groups • Understand the importance of a proper warm up routine • Demonstrate warm up techniques (SMR, MAT, mobility, dynamic)

INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Muscle Identification Worksheet

<ul style="list-style-type: none"> • Bone Identification Worksheet • Exercise Identification Lab
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Skeletal System Quiz • Muscular System Quiz <p>Formative</p> <ul style="list-style-type: none"> • Teacher Observation <ol style="list-style-type: none"> 1. Demonstrates proficiency of learning intention or skill development 2. Models the behavior and character of a responsible and moral young adult
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p>
<p>KEY VOCABULARY:</p> <ul style="list-style-type: none"> •

Wallenpaupack Area School District Curriculum	
COURSE: Personal Fitness	GRADE/S: 10, 11, 12
UNIT 4: Strength Training Consistency and Progression	TIME FRAME: 2 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>PA:</p> <ul style="list-style-type: none"> • 10.4.12.A: Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation. • 10.5.12.D: Incorporate and synthesize knowledge of exercise principles and health and skill-related fitness components to create a fitness program for personal use. <p>National:</p> <ul style="list-style-type: none"> • Standard 2: A physically educated person demonstrates an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. • Standard 3 – A physically educated person participates regularly in physical activity. • Standard 5 – A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Encourage students to log/record their progress • Introduce new exercises and variations • Implement circuit training and supersets • Understand and implement the FITT principle
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Logging workouts via Teambuildr app

<ul style="list-style-type: none"> • SMART Goal Evaluation and Update • Progressive Overload • FITT Principle Worksheet
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> - FITT Principle worksheet <p>Formative</p> <ul style="list-style-type: none"> • Teacher Observation <ol style="list-style-type: none"> 1. Demonstrates proficiency of learning intention or skill development 2. Models the behavior and character of a responsible and moral young adult
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p>
<p>KEY VOCABULARY:</p> <ul style="list-style-type: none"> • Variation • Progressive Overload • Frequency • Intensity • Type • Time

Wallenpaupack Area School District Curriculum	
COURSE: Personal Fitness	GRADE/S: 10, 11, 12
UNIT 5: Cardiovascular Training and its Benefits	TIME FRAME: 2 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>PA:</p> <ul style="list-style-type: none"> • 10.1.12.B: Evaluate factors that impact the body systems and apply protective/preventive strategies (fitness level, environment, health status, nutrition). • 10.4.12.A: Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation. • 10.4.9.C: Analyze factors that affect the responses of body systems during moderate to vigorous physical activities (exercise, healthy fitness zone, individual fitness status). • 10.5.9.D: Identify and describe the principles of training using appropriate vocabulary (specificity, overload, progression, aerobic/anaerobic, repetition/set, circuit/interval). <p>National:</p> <ul style="list-style-type: none"> • Standard 3 – A physically educated person participates regularly in physical activity. • Standard 4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness. • Standard 5 – A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Identify the major parts of the cardiovascular system • Understand and list the benefits of cardiovascular exercise • Identify and demonstrate various modalities of cardiovascular exercise
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Cardiovascular System Worksheet •
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <p>Formative</p> <ul style="list-style-type: none"> • Teacher Observation <ul style="list-style-type: none"> 1. Demonstrates proficiency of learning intention or skill development 2. Models the behavior and character of a responsible and moral young adult
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p>
<p>KEY VOCABULARY:</p> <ul style="list-style-type: none"> •

Wallenpaupack Area School District Curriculum	
COURSE: Personal Fitness	GRADE/S: 10, 11, 12
UNIT 6: Flexibility & Mobility Training	TIME FRAME: 2 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>PA:</p> <ul style="list-style-type: none"> • 10.4.12.A: Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation. • 10.5.12.D: Incorporate and synthesize knowledge of exercise principles and health and skill-related fitness components to create a fitness program for personal use. <p>National:</p> <ul style="list-style-type: none"> • Standard 2: A physically educated person demonstrates an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. • Standard 3 – A physically educated person participates regularly in physical activity. • Standard 5 – A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Differentiate between flexibility and mobility • List the benefits of flexibility • List the benefits of mobility

<ul style="list-style-type: none"> • Demonstrate various flexibility and mobility exercises
INSTRUCTIONAL STRATEGIES/ACTIVITIES:
<ul style="list-style-type: none"> •
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
<ul style="list-style-type: none"> - Self-myofascial Release worksheet <p>Formative</p> <ul style="list-style-type: none"> • Teacher Observation <ol style="list-style-type: none"> 1. Demonstrates proficiency of learning intention or skill development 2. Models the behavior and character of a responsible and moral young adult
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
RESOURCES (Technology Based Resources, Text Resources, etc.):
KEY VOCABULARY:
<ul style="list-style-type: none"> • Self-myofascial release • Foam Roller

Wallenpaupack Area School District Curriculum	
COURSE: Personal Fitness	GRADE/S: 10, 11, 12
UNIT 7: Program Design	TIME FRAME: 2 weeks

PA COMMON CORE/NATIONAL STANDARDS:
<p>PA:</p> <ul style="list-style-type: none"> • 10.4.12.A: Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation. • 10.4.12.B: Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities (social, physiological, psychological). • 10.4.12.D: Evaluate factors that affect physical activity and exercise preferences of adults (personal challenge, physical benefits, finances, motivation, access to activity, self-improvement). • 10.5.12.D: Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use. <p>National:</p> <ul style="list-style-type: none"> • Standard 2: A physically educated person demonstrates an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. • Standard 3 – A physically educated person participates regularly in physical activity. • Standard 4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness. • Standard 5 – A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

<ul style="list-style-type: none"> Standard 6: A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
UNIT OBJECTIVES (SWBATS):
<ul style="list-style-type: none">
INSTRUCTIONAL STRATEGIES/ACTIVITIES:
<ul style="list-style-type: none"> Muscle Identification Worksheet Bone Identification Worksheet Exercise Identification Lab
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
<ul style="list-style-type: none"> Personalized Fitness Program
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
RESOURCES (Technology Based Resources, Text Resources, etc.):
KEY VOCABULARY:
<ul style="list-style-type: none">

Wallenpaupack Area School District Curriculum	
COURSE: Personal Fitness	GRADE/S: 10, 11, 12
UNIT 8: Basic Nutrition	TIME FRAME: 2 weeks

PA COMMON CORE/NATIONAL STANDARDS:
<p>PA:</p> <ul style="list-style-type: none"> 10.1.12.B: Evaluate factors that impact the body systems and apply protective/preventive strategies (fitness level, environment, health status, nutrition). 10.1.12.C: Analyze factors that impact nutritional choices of adults (cost, food preparation, consumer skills, nutritional knowledge, changes in nutritional requirements). <p>National:</p> <ul style="list-style-type: none"> Standard 1: Use functional health information to support health and well-being of self and others. Standard 3: Access valid and reliable resources to support health and well-being of self and others.
UNIT OBJECTIVES (SWBATS):
<ul style="list-style-type: none">
INSTRUCTIONAL STRATEGIES/ACTIVITIES:
<ul style="list-style-type: none"> Daily Food Journal Daily Calorie Intake Worksheet Meal Planning Activity

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
RESOURCES (Technology Based Resources, Text Resources, etc.):
KEY VOCABULARY: •

Wallenpaupack Area School District Curriculum	
COURSE: Personal Fitness	GRADE/S: 10, 11, 12
UNIT 9: Supplements	TIME FRAME: 2 weeks

PA COMMON CORE/NATIONAL STANDARDS:
UNIT OBJECTIVES (SWBATS): •
INSTRUCTIONAL STRATEGIES/ACTIVITIES: •
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
RESOURCES (Technology Based Resources, Text Resources, etc.):
KEY VOCABULARY: