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Lifetime Fitness 1: Alignment Table

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
STANDARD 1								
9-12.PE.1.1.1		X	X	X	X			
STANDARD 2								
9-12.PE.2.1.1		X	X				X	
9-12.PE.2.1.2		X	X	X				
9-12.PE.2.1.3		X	X					
STANDARD 3								
9-12.PE.3.1.1		X	X	X		X	X	
9-12.PE.3.1.2		X	X	X				X
9-12.PE.3.1.3		X			X			
9-12.PE.3.1.4		X			X		X	

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
STANDARD 4								
9-12.PE.4.1.1	X			X				
9-12.PE.4.1.2	X							
9-12.PE.4.1.3	X				X			
9-12.PE.4.1.4								
9-12.PE.4.1.5					X			
STANDARD 5								
9-12.PE.5.1.1	X	X	X	X	X	X	X	X
9-12.PE.5.1.2	X	X	X	X	X	X	X	X
9-12.PE.5.1.3	X	X	X		X	X		
9-12.PE.5.1.4		X						
9-12.PE.5.1.5		X						

Lifetime Fitness 1: Course Map

Unit 1: Understanding the Principles of Fitness

Idaho Standards	Unit Objectives
<p>Standard 4 - Personal and Social Responsibility</p> <ul style="list-style-type: none"> ● Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings. <ul style="list-style-type: none"> ○ 9-12.PE.4.1.1 Demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in physical activity settings (e.g., respectful sportsmanship, self-control, and 	<ul style="list-style-type: none"> ● identify what is expected of you in this course. ● log your exercise each week. ● assess your current fitness level.

- role-modeling).
- 9-12.PE.4.1.2 Demonstrate leadership by holding oneself and others responsible for following safe practices, rules, procedures, and etiquette in physical activity settings (e.g., acknowledge a rule infraction, adhere to spotting protocols in a weight room, and assign team/player roles).
- 9-12.PE.4.1.3 Respond appropriately to unacceptable interactions with others in order to mediate and resolve conflict (e.g., communicate in a calm and controlled manner to inflammatory remarks, listen to both sides of an argument and agree on a conclusion, report serious offenses, identify alternatives to negative behaviors).

Standard 5 - Valuing a Physically Active Lifestyle

- Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and or social interaction.
 - 9-12.PE.5.1.1 Participate in moderate-to-vigorous physical activity for at least of 50 per cent of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute - block or traditional schedule)
 - 9-12.PE.5.1.2 In combination with the activity acquired in physical education class, students should accumulate a total of at least 60 Minutes of moderate-to-vigorous physical activity throughout the day as a recommended within Public Health guidelines (e.g., activity logs, step count of at least 12,000 steps per day, activity breaks).
 - 9-12.PE.5.1.3 Actively and independently, pursue physical activity opportunities outside of the school based on personal interest, capabilities, and resources (e.g., outdoor recreational pursuits, fitness club membership, walking/running club, active transportation) and

state rationale for physical activity choices.	
Lesson 1: Course Introduction and Getting Started	
<p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. identify what is expected of you in this course. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.4.1.1, 9-12.PE.4.1.2, 9-12.PE.4.1.3 	<p>Assessments</p> <p>(Where will each objective be assessed within the unit?)</p> <ul style="list-style-type: none"> ● Objective 1: NA - Course introduced along with course requirements
Lesson 2: Fitness Log Orientation	
<p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. log your exercise each week. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.5.1.1, 9-12.PE.5.1.2, 9-12.PE.5.1.3 	<p>Assessments</p> <ul style="list-style-type: none"> ● Objective 1: U1A3: Fitness Log
Lesson 3: Your Fitness Assessment	
<p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. assess your current fitness level. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.5.1.1, 9-12.PE.5.1.2, 9-12.PE.5.1.3 	<p>Assessments</p> <ul style="list-style-type: none"> ● Objective 1: U1A2: Fitness Quiz

Unit 2: Improving Your Fitness Level

Idaho Standards	Unit Objectives
<p>Standard 1 - Skilled Movement</p> <ul style="list-style-type: none"> ● Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <ul style="list-style-type: none"> ○ 9-12.PE.1.1.1 Demonstrate competency in basic and advanced skills and tactics in multiple leisure and lifetime physical activities (e.g., individual/dual/team-related sports, outdoor pursuits, dance, resistance training, fitness, aquatics). 	<ul style="list-style-type: none"> ● identify your specific goals for your fitness. ● improve your level of fitness and what F.I.T.T. stands for. ● find resources for trying new exercises and developing a fitness plan. ● determine the difference between Aerobic and Anaerobic fitness.

Standard 2 - Movement Knowledge

- Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies, and tactics related to movement and to the performance of physical activities.
 - 9-12.PE.2.1.1 Demonstrate the knowledge and understanding necessary to develop scientifically based personal activity plans that include self-selected physical activities (e.g., physical activity goal setting, fitness profiles and assessments).
 - 9-12.PE.2.1.2 Apply internal and external feedback independently to assess and refine skills. Transfer previously learned skills and apply them to the learning of new skills (e.g., video, self-assessments, peer-assessments).
 - 9-12.PE.2.1.3 Evaluate and apply appropriate tactics and strategies in a variety of physical activities (e.g., using trekking poles to improve efficiency, comparing and contrasting various levels of performance, explaining tactical strategies in a game or sport).

Standard 3 - Health Enhancing Personal Fitness

- Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.
 - 9-12.PE.3.1.1 Assume greater self-responsibility for improving, meeting and/or sustaining gender and age-related contemporary fitness standards for the five health-related fitness components (Cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition). Assessing health-related fitness by improving, meeting and/or Sustaining gender and age-related contemporary fitness standards as defined by standards measures (e.g., Evidence-based fitness test, log sheets, fitness profiles, task cards, portfolios, and

identify/participate In various activities that demonstrate each health-related component).

- 9-12.PE.3.1.2 Apply knowledge of skill-related fitness components including agility, coordination, Balance, power, reaction time, and speed to improve performance (e.g., resistance training technique, combatives, sprint starts, vertical/standing jump, pilates).
- 9-12.PE.3.1.3 Interpret and analyze information for fitness test and physiological indicators of exercise to develop a rationale for a personal fitness plan (e.g., identifying strengths and weaknesses, setting goals, modifying activities).
- 9-12.PE.3.1.4 Design individual programs for achieving and maintaining current/lifelong fitness goals that encompass all components of fitness, types of training, and training principles (e.g., FITT principle, overload, progression, specificity, rest and recovery, technology-based tools for lifelong fitness planning).

Standard 5 - Valuing a Physically Active Lifestyle

- Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and or social interaction.
 - 9-12.PE.5.1.1 Participate in moderate-to-vigorous physical activity for at least of 50 per cent of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute - block or traditional schedule)
 - 9-12.PE.5.1.2 In combination with the activity acquired in physical education class, students should accumulate a total of at least 60 Minutes of moderate-to-vigorous physical activity throughout the day as a recommended within Public Health guidelines (e.g., activity logs, step count of at least 12,000 steps per day, activity breaks).

<ul style="list-style-type: none"> ○ 9-12.PE.5.1.3 Actively and independently, pursue physical activity opportunities outside of the school based on personal interest, capabilities, and resources (e.g., outdoor recreational pursuits, fitness club membership, walking/running club, active transportation) and state rationale for physical activity choices. ○ 9-12.PE.5.1.4 Analyze factors that influence personal physical activity patterns over one's lifespan (e.g., reflect on volunteer efforts with populations of various ages and abilities, create a personal profile/family physical activity tree, create personal activity pyramid) ○ 9-12.PE.5.1.5 Enjoy the challenge of working hard and feel satisfaction when they are successful in improving skills and developing personal goals (e.g., journaling reflections). 	
<p>Lesson 1: Goal Setting</p>	
<p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. identify your specific goals for your fitness. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.2.1.1, 9-12.PE.3.1.1 - 9-12.PE.3.1.4 	<p>Assessments (Where will each objective be assessed within the unit?)</p> <ul style="list-style-type: none"> ● Objective 1: U2A1: Goal Setting Quiz
<p>Lesson 2: F.I.T.T.</p>	
<p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. increase your level of fitness. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.1.1.1, 9-12.PE.5.1.1 - 9-12.PE.5.1.4 2. understand how F.I.T.T. can help you increase your fitness. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.2.1.3, 9-12.PE.3.1.4, 9-12.PE.5.1.5 	<p>Assessments</p> <ul style="list-style-type: none"> ● Objective 1: U2A2: Fitness Plan, U2A3: F.I.T.T. Quiz ● Objective 2: U2A2: Fitness Plan, U2A3: F.I.T.T. Quiz

Unit 3: The Impact of Exercise on Your Muscles and Heart Rate

Idaho Standards	Unit Objectives
<p>Standard 1 - Skilled Movement</p> <ul style="list-style-type: none"> ● Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <ul style="list-style-type: none"> ○ 9-12.PE.1.1.1 Demonstrate competency in basic and advanced skills and tactics in multiple Leisure and lifetime physical activities (e.g., individual/dual/team-related sports, outdoor pursuits, dance, resistance training, fitness, aquatics). <p>Standard 2 - Movement Knowledge</p> <ul style="list-style-type: none"> ● Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies, and tactics related to movement and to the performance of physical activities. <ul style="list-style-type: none"> ○ 9-12.PE.2.1.1 Demonstrate the knowledge and understanding necessary to develop scientifically based personal activity plans that include self-selected physical activities (e.g., physical activity goal setting, fitness profiles and assessments). ○ 9-12.PE.2.1.2 Apply internal and external feedback independently to assess and refine skills. Transfer previously learned skills and apply them to the learning of new skills (e.g., video, self-assessments, peer-assessments). ○ 9-12.PE.2.1.3 Evaluate and apply appropriate tactics and strategies in a variety of physical activities (e.g., using trekking poles to improve efficiency, comparing and contrasting various levels of performance, explaining tactical strategies in a game or sport). 	<ul style="list-style-type: none"> ● utilize heart rate monitoring in your exercise. ● discuss how exercise impacts your heart rate and cardiovascular health. ● identify the muscle groups used in exercise. ● use your knowledge of specific muscle groups to impact your exercise plan.

Standard 3 - Health Enhancing Personal Fitness

- Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.
 - 9-12.PE.3.1.1 Assume greater self-responsibility for improving, meeting and/or sustaining gender and age-related contemporary fitness standards for the five health-related fitness components (Cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition). Assessing health-related fitness by improving, meeting and/or Sustaining gender and age-related contemporary fitness standards as defined by standards measures (e.g., Evidence-based fitness test, log sheets, fitness profiles, task cards, portfolios, and identify/participate In various activities that demonstrate each health-related component).
 - 9-12.PE.3.1.2 Apply knowledge of skill-related fitness components including agility, coordination, Balance, power, reaction time, and speed to improve performance (e.g., resistance training technique, combatives, sprint starts, vertical/standing jump, pilates).

Standard 5 - Valuing a Physically Active Lifestyle

- Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and or social interaction.
 - 9-12.PE.5.1.1 Participate in moderate-to-vigorous physical activity for at least of 50 per cent of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute - block or traditional schedule)
 - 9-12.PE.5.1.2 In combination with the activity acquired in physical education class, students should accumulate a total of at least 60 Minutes of moderate-to-vigorous physical activity

<p>throughout the day as a recommended within Public Health guidelines (e.g., activity logs, step count of at least 12,000 steps per day, activity breaks).</p> <ul style="list-style-type: none"> ○ 9-12.PE.5.1.3 Actively and independently, pursue physical activity opportunities outside of the school based on personal interest, capabilities, and resources (e.g., outdoor recreational pursuits, fitness club membership, walking/running club, active transportation) and state rationale for physical activity choices. 	
<p>Lesson 1: Heart Rate and Exercise</p>	
<p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. utilize heart rate monitoring in your exercise. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.3.1.1, 9-12.PE.3.1.2 2. discuss how exercise impacts your heart rate and cardiovascular health. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.3.1.1, 9-12.PE.3.1.2 	<p>Assessments (Where will each objective be assessed within the unit?)</p> <ul style="list-style-type: none"> ● Objective 1: U3A1: Heart Rate Activity, U3A2: Your Target Heart Rate and Exercise Quiz ● Objective 2: U3A2: Your Target Heart Rate and Exercise Quiz
<p>Lesson 2: Major Muscle Groups</p>	
<p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. identify the muscle groups used in exercise. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.2.1.1, 9-12.PE.2.1.2, 9-12.PE.2.1.3 2. use your knowledge of specific muscle groups to impact your exercise plan. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.2.1.1, 9-12.PE.2.1.2, 9-12.PE.2.1.3 	<p>Assessments</p> <ul style="list-style-type: none"> ● Objective 1: U3A4: Identify the Muscles Quiz ● Objective 2: U3A3: Muscles Activity, U3A4: Identify the Muscles Quiz

Unit 4: Warming Up and Cooling Down

<p>Idaho Standards</p>	<p>Unit Objectives</p>
<p>Standard 1 - Skilled Movement</p>	<ul style="list-style-type: none"> ● identify the specific benefits of warming up and cooling

- Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
 - 9-12.PE.1.1.1 Demonstrate competency in basic and advanced skills and tactics in multiple Leisure and lifetime physical activities (e.g., individual/dual/team-related sports, outdoor pursuits, dance, resistance training, fitness, aquatics).

Standard 2 - Movement Knowledge

- Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies, and tactics related to movement and to the performance of physical activities.
 - 9-12.PE.2.1.2 Apply internal and external feedback independently to assess and refine skills. Transfer previously learned skills and apply them to the learning of new skills (e.g., video, self-assessments, peer-assessments).

Standard 3 - Health Enhancing Personal Fitness

- Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.
 - 9-12.PE.3.1.1 Assume greater self-responsibility for improving, meeting and/or sustaining gender and age-related contemporary fitness standards for the five health-related fitness components (Cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition). Assessing health-related fitness by improving, meeting and/or Sustaining gender and age-related contemporary fitness standards as defined by standards measures (e.g., Evidence-based fitness test, log sheets, fitness profiles, task cards, portfolios, and identify/participate In various activities that demonstrate each health-related component).
 - 9-12.PE.3.1.2 Apply knowledge of skill-related

down.

- warm up in the proper way.
- explain the benefit to stretching.
- incorporate stretching into your weekly exercise routine.

fitness components including agility, coordination, Balance, power, reaction time, and speed to improve performance (e.g., resistance training technique, combatives, sprint starts, vertical/standing jump, pilates).

Standard 4 - Personal and Social Responsibility

- Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.
 - 9-12.PE.4.1.1 Demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in physical activity settings (e.g., respectful sportsmanship, self-control, and role-modeling).

Standard 5 - Valuing a Physically Active Lifestyle

- Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and or social interaction.
 - 9-12.PE.5.1.1 Participate in moderate-to-vigorous physical activity for at least of 50 per cent of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute - block or traditional schedule)
 - 9-12.PE.5.1.2 In combination with the activity acquired in physical education class, students should accumulate a total of at least 60 Minutes of moderate-to-vigorous physical activity throughout the day as a recommended within Public Health guidelines (e.g., activity logs, step count of at least 12,000 steps per day, activity breaks).

Lesson 1: Warming Up and Cooling Down

Lesson Objectives

1. identify the specific benefits of warming up and cooling

Assessments

(Where will each objective be assessed within the unit?)

<p>down.</p> <ul style="list-style-type: none"> ○ correlation: 9-12.PE.2.1.2 <p>2. warm up in the proper way.</p> <ul style="list-style-type: none"> ○ correlation: 9-12.PE.2.1.2 	<ul style="list-style-type: none"> ● Objective 1: U4A1: Warm Up Activity, U4A2: Warm Up and Cool Down Quiz ● Objective 2: U4A1: Warm Up Activity, U4A2: Warm Up and Cool Down Quiz
Lesson 2: Stretching in Exercise	
<p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. explain the benefit to stretching. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.5.1.1, 9-12.PE.5.1.2 2. incorporate stretching into your weekly exercise routine. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.5.1.1, 9-12.PE.5.1.2 	<p>Assessments</p> <ul style="list-style-type: none"> ● Objective 1: U4A4: Stretching Quiz ● Objective 2: U4A3: Flexibility Activity, U4A4: Stretching Quiz

Unit 5: Benefits of Exercise and the Importance of Variety

Idaho Standards	Unit Objectives
<p>Standard 1 - Skilled Movement</p> <ul style="list-style-type: none"> ● Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <ul style="list-style-type: none"> ○ 9-12.PE.1.1.1 Demonstrate competency in basic and advanced skills and tactics in multiple leisure and lifetime physical activities (e.g., individual/dual/team-related sports, outdoor pursuits, dance, resistance training, fitness, aquatics). <p>Standard 3 - Health Enhancing Personal Fitness</p> <ul style="list-style-type: none"> ● Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness. <ul style="list-style-type: none"> ○ 9-12.PE.3.1.3 Interpret and analyze information for fitness test and physiological indicators of exercise to develop a rationale for a personal fitness plan (e.g., identifying strengths and weaknesses, setting goals, modifying activities). 	<ul style="list-style-type: none"> ● explain why you should include variety in your exercise plans. ● determine some different activities you could add to your fitness efforts. ● identify some of the physical benefits of exercise. ● identify some of the social benefits of exercise. ● identify some of the mental/emotional benefits of exercise.

- 9-12.PE.3.1.4 Design individual programs for achieving and maintaining current/lifelong fitness goals that encompass all components of fitness, types of training, and training principles (e.g., FITT principle, overload, progression, specificity, rest and recovery, technology-based tools for lifelong fitness planning).

Standard 4 - Personal and Social Responsibility

- Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.
 - 9-12.PE.4.1.3 Respond appropriately to unacceptable interactions with others in order to mediate and resolve conflict (e.g., communicate in a calm and controlled manner to inflammatory remarks, listen to both sides of an argument and agree on a conclusion, report serious offenses, identify alternatives to negative behaviors).
 - 9-12.PE.4.1.5 Evaluate personal choices for engaging in physical activity over the lifespan including the influence of age, ability, gender, race, ethnicity, socioeconomic status, and culture (e.g., Recognize barriers and opportunities to participate in physical activity across a lifespan).

Standard 5 - Valuing a Physically Active Lifestyle

- Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and or social interaction.
 - 9-12.PE.5.1.1 Participate in moderate-to-vigorous physical activity for at least of 50 per cent of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute - block or traditional schedule)
 - 9-12.PE.5.1.2 In combination with the activity acquired in physical education class, students should accumulate a total of at least 60 Minutes of moderate-to-vigorous physical activity

<p>throughout the day as a recommended within Public Health guidelines (e.g., activity logs, step count of at least 12,000 steps per day, activity breaks).</p> <ul style="list-style-type: none"> ○ 9-12.PE.5.1.3 Actively and independently, pursue physical activity opportunities outside of the school based on personal interest, capabilities, and resources (e.g., outdoor recreational pursuits, fitness club membership, walking/running club, active transportation) and state rationale for physical activity choices. 	
<p>Lesson 1: Variety in Exercise</p>	
<p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. explain why you should include variety in your exercise plans. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.1.1.1, 9-12.PE.5.1.3 2. determine some different activities you could add to your fitness efforts. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.1.1.1, 9-12.PE.5.1.3 	<p>Assessments (Where will each objective be assessed within the unit?)</p> <ul style="list-style-type: none"> ● Objective 1: U5A1: Benefits of Exercise and the Importance of Variety ● Objective 2: U5A1: Benefits of Exercise and the Importance of Variety
<p>Lesson 2: Benefits of Exercise</p>	
<p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. identify some of the physical benefits of exercise. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.3.1.4 2. identify some of the social benefits of exercise. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.4.1.3, 9-12.PE.4.1.5 3. identify some of the mental/emotional benefits of exercise. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.5.1.3 	<p>Assessments</p> <ul style="list-style-type: none"> ● Objective 1: U5A1: Benefits of Exercise and the Importance of Variety ● Objective 2: U5A1: Benefits of Exercise and the Importance of Variety ● Objective 3: U5A1: Benefits of Exercise and the Importance of Variety

Unit 6: Nutrition and Fitness

Idaho Standards	Unit Objectives
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Standard 3 - Health Enhancing Personal Fitness

- Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.
 - 9-12.PE.3.1.1 Assume greater self-responsibility for improving, meeting and/or sustaining gender and age-related contemporary fitness standards for the five health-related fitness components (Cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition). Assessing health-related fitness by improving, meeting and/or Sustaining gender and age-related contemporary fitness standards as defined by standards measures (e.g., Evidence-based fitness test, log sheets, fitness profiles, task cards, portfolios, and identify/participate In various activities that demonstrate each health-related component).

Standard 5 - Valuing a Physically Active Lifestyle

- Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and or social interaction.
 - 9-12.PE.5.1.1 Participate in moderate-to-vigorous physical activity for at least of 50 per cent of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute - block or traditional schedule)
 - 9-12.PE.5.1.2 In combination with the activity acquired in physical education class, students should accumulate a total of at least 60 Minutes of moderate-to-vigorous physical activity throughout the day as a recommended within Public Health guidelines (e.g., activity logs, step count of at least 12,000 steps per day, activity breaks).
 - 9-12.PE.5.1.3 Actively and independently, pursue physical activity opportunities outside of the

- safely manage your weight through healthy nutrition.
- identify common misconceptions regarding losing weight.
- monitor the food you are eating.
- identify some resources to help improve your nutritional habits.

<p>school based on personal interest, capabilities, and resources (e.g., outdoor recreational pursuits, fitness club membership, walking/running club, active transportation) and state rationale for physical activity choices.</p>	
<p>Lesson 1: Weight Management and Nutrition</p>	
<p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. safely manage your weight through healthy nutrition. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.3.1.1 2. identify common misconceptions regarding losing weight. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.3.1.1 	<p>Assessments (Where will each objective be assessed within the unit?)</p> <ul style="list-style-type: none"> ● Objective 1: U6A2: Weight Management and Nutrition Quiz ● Objective 2: U6A2: Weight Management and Nutrition Quiz
<p>Lesson 2: Analyzing Your Nutrition Habits</p>	
<p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. monitor the food you are eating. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.5.1.3 2. identify some resources to help improve your nutritional habits. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.5.1.3 	<p>Assessments</p> <ul style="list-style-type: none"> ● Objective 1: U6A3: Nutrition Analysis ● Objective 2: U6A3: Nutrition Analysis

Unit 7: Hydration and Injury Prevention

Idaho Standards	Unit Objectives
<p>Standard 2 - Movement Knowledge</p> <ul style="list-style-type: none"> ● Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies, and tactics related to movement and to the performance of physical activities. <ul style="list-style-type: none"> ○ 9-12.PE.2.1.1 Demonstrate the knowledge and understanding necessary to develop scientifically based personal activity plans that include self-selected physical activities (e.g., physical 	<ul style="list-style-type: none"> ● explain why it is important to drink water especially during exercise. ● explain some of the effects of dehydration on athletic performance. ● prevent yourself from injury during exercise. ● identify what you should do if you get injured during exercise.

activity goal setting, fitness profiles and assessments).

Standard 3 - Health Enhancing Personal Fitness

- Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.
 - 9-12.PE.3.1.1 Assume greater self-responsibility for improving, meeting and/or sustaining gender and age-related contemporary fitness standards for the five health-related fitness components (Cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition). Assessing health-related fitness by improving, meeting and/or Sustaining gender and age-related contemporary fitness standards as defined by standards measures (e.g., Evidence-based fitness test, log sheets, fitness profiles, task cards, portfolios, and identify/participate In various activities that demonstrate each health-related component).
 - 9-12.PE.3.1.4 Design individual programs for achieving and maintaining current/lifelong fitness goals that encompass all components of fitness, types of training, and training principles (e.g., FITT principle, overload, progression, specificity, rest and recovery, technology-based tools for lifelong fitness planning).

Standard 5 - Valuing a Physically Active Lifestyle

- Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and or social interaction.
 - 9-12.PE.5.1.1 Participate in moderate-to-vigorous physical activity for at least of 50 per cent of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute - block or traditional schedule)
 - 9-12.PE.5.1.2 In combination with the activity

acquired in physical education class, students should accumulate a total of at least 60 Minutes of moderate-to-vigorous physical activity throughout the day as a recommended within Public Health guidelines (e.g., activity logs, step count of at least 12,000 steps per day, activity breaks).	
Lesson 1: Hydration and Exercise	
<p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. explain why it is important to drink water especially during exercise. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.3.1.3 2. explain some of the effects of dehydration on athletic performance. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.3.1.4 	<p>Assessments (Where will each objective be assessed within the unit?)</p> <ul style="list-style-type: none"> ● Objective 1: U7D1: Hydration: Water or Sports Drinks?, U7A2: Hydration and Exercise Quiz ● Objective 2: U7D1: Hydration: Water or Sports Drinks?, U7A2: Hydration and Exercise Quiz
Lesson 2: Injury Prevention and Safety	
<p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. prevent yourself from injury during exercise. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.2.1.1 2. identify what you should do if you get injured during exercise. <ul style="list-style-type: none"> ○ correlation: 9-12.PE.2.1.1 	<p>Assessments</p> <ul style="list-style-type: none"> ● Objective 1: U7A3: Injury Prevention, U7A4: Injury Prevention and Safety Quiz ● Objective 2: U7A3: Injury Prevention, U7A4: Injury Prevention and Safety Quiz

Unit 8: Advanced Training Principles and Course Wrap-up

Idaho Standards	Unit Objectives
<p>Standard 3 - Health Enhancing Personal Fitness</p> <ul style="list-style-type: none"> ● Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness. <ul style="list-style-type: none"> ○ 9-12.PE.3.1.2 Apply knowledge of skill-related fitness components including agility, coordination, 	<ul style="list-style-type: none"> ● identify some advanced methods of training you can now utilize after completing this course. ● include advanced training principles in your current fitness practices. ● explain how you have improved in your cardiovascular and muscular fitness over the course of the semester.

Balance, power, reaction time, and speed to improve performance (e.g., resistance training technique, combatives, sprint starts, vertical/standing jump, pilates).

Standard 5 - Valuing a Physically Active Lifestyle

- Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and or social interaction.
 - 9-12.PE.5.1.1 Participate in moderate-to-vigorous physical activity for at least of 50 per cent of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute - block or traditional schedule)
 - 9-12.PE.5.1.2 In combination with the activity acquired in physical education class, students should accumulate a total of at least 60 Minutes of moderate-to-vigorous physical activity throughout the day as a recommended within Public Health guidelines (e.g., activity logs, step count of at least 12,000 steps per day, activity breaks).
 - 9-12.PE.5.1.3 Actively and independently, pursue physical activity opportunities outside of the school based on personal interest, capabilities, and resources (e.g., outdoor recreational pursuits, fitness club membership, walking/running club, active transportation) and state rationale for physical activity choices.

- determine if you have achieved your goals for the semester and how your goals have changed.

Lesson 1: Advanced Training Principles

Lesson Objectives

1. identify some advanced methods of training you can now utilize after completing this course.
 - correlation: 9-12.PE.3.1.2, 9-12.PE.5.1.3
2. include advanced training principles in your current fitness practices.

Assessments

- (Where will each objective be assessed within the unit?)
- Objective 1: U8A2: Advanced Training Principles
 - Objective 2: U8A2: Advanced Training Principles

○ correlation: 9-12.PE.5.1.2	
Lesson 2: Course Wrap-Up	
<p>Lesson Objectives</p> <ol style="list-style-type: none">1. explain how you have improved in your cardiovascular and muscular fitness over the course of the semester.<ul style="list-style-type: none">○ correlation: 9-12.PE.5.1.1, 9-12.PE.5.1.22. determine if you have achieved your goals for the semester and how your goals have changed.<ul style="list-style-type: none">○ correlation: 9-12.PE.5.1.1, 9-12.PE.5.1.2	<p>Assessments</p> <ul style="list-style-type: none">● Objective 1: U8A3: Unit 8 Fitness Log● Objective 2: U8A3: Unit 8 Fitness Log