

Idaho Standards: [Idaho Physical Education](#) pages 14-19

This course meets all of the above standards.

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Lifetime Fitness 1: Alignment Table

Semester	A Unit 1	A Unit 2	A Unit 3	A Unit 4	A Unit 5	A Unit 6	A Unit 7	A Unit 8
9-12.PE.1.1.1				x		x		
9-12.PE.2.1.1		x	x	x				x
9-12.PE.2.1.2			x			x		x
9-12.PE.2.1.3						x		
9-12.PE.3.1.1	x	x	x	x	x			
9-12.PE.3.1.2						x		
9-12.PE.3.1.3		x	x	x				
9-12.PE.3.1.4		x	x	x				x
9-12.PE.4.1.1				x			x	
9-12.PE.4.1.2	x		x	x			x	
9-12.PE.4.1.3							x	
9-12.PE.4.1.4					x		x	
9-12.PE.4.1.5					x			x
9-12.PE.5.1.1	x	x						
9-12.PE.5.1.2	x	x						
9-12.PE.5.1.3	x	x	x					x
9-12.PE.5.1.4								x
9-12.PE.5.1.5		x						x

Lifetime Fitness 1: Course Map

Unit 1: Beginning Your Physical Activity Journey

Idaho Standards	Course Objectives	Teaching Strategies
9-12.PE.3.1.1 Assume self-responsibility for improving, meeting and/or sustaining gender and age-related contemporary fitness standards for the 5 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 evidence-based measures (e.g., evidence-based fitness tests, log sheets, fitness profiles, task cards, portfolios, and identify/participate in various activities that demonstrate each health-related component). 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.5.1.1 Participate in moderate to vigorous physical activity achieving target heart rate zone for at least 50% of the lesson time (e.g., time assessment, heart rate 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 recommended within public health guidelines (e.g., activity logs, bone and muscle strengthening activities, step count of at least 12000 steps per day, activity breaks). 9-12.PE.5.1.3 Actively and independently identify rationale for physical activity choices and pursue physical activity opportunities outside of the school that are based on personal interests, capabilities, and resources (e.g., outdoor recreational pursuits, fitness club membership, walking/running club, active transportation).	• CO 1: explain how health-related fitness components contribute to personal well-being. • CO 2: evaluate personal experiences in different types of workouts by assessing intensity levels and identifying areas of difficulty or challenge. • CO 3: analyze the effectiveness of safe exercise practices in helping maintain safety and performance. • CO 4: identify personal barriers to physical activity and develop strategies to overcome them.	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☒ Images ☒ Diagrams ☒ Videos ☐ Audio clips ☒ External tools/websites

Lesson 1: Exploring Physical Fitness	Instructional Tools within Lesson	Assessments
• LO 1: differentiate between physical activity, exercise, and fitness. ◦ correlation: 9-12.PE.3.1.1 • LO 2: identify the physical and mental/emotional benefits of physical activity. ◦ correlation: 9-12.PE.3.1.1 • LO 3: define and describe the five health-related fitness components and their benefits. ◦ correlation: 9-12.PE.3.1.1	• LO 1: Quiz ▾ Check For Understanding • LO 2: Quiz ▾ Jayla and Mateo • LO 3: Matching ▾ The 5 Pillars of Health & Fitness	• LO 1: Quiz ▾ U1A1: Connecting Movement to Health • LO 2: Quiz ▾ U1A1: Connecting Movement to Health • LO 3: Quiz ▾ U1A1: Connecting Movement to Health
Lesson 2: Fitness Guidelines and Logging	Instructional Tools within Lesson	Assessments
• LO 1: compare and contrast the public health physical activity requirements to the course requirements. ◦ correlation: PE.3.1.1, PE.5.1.1, PE.5.1.2 • LO 2: identify the benefits of maintaining a fitness log. ◦ correlation: PE.5.1.4 • LO 3: describe the fitness choice board and identify its three main components. ◦ correlation: PE.3.1.1, PE.5.1.1, PE.5.1.2 • LO 4: use the talk and effort scale to distinguish between light, moderate, and vigorous intensity exercises. ◦ correlation: PE.3.1.3	• LO 1: Quiz ▾ How much physical activity do you need quiz, Categorization ▾ Your fitness choice board • LO 2: Self-Check ▾ Activity, Effort, and Accountability • LO 3: Categorization ▾ Your fitness choice board • LO 4: Cloze Block ▾ Understanding Intensity	• LO 1: Quiz ▾ U1A2: Activity, Effort, and Accountability • LO 2: Quiz ▾ U1A2: Activity, Effort, and Accountability • LO 3: Quiz ▾ U1A2: Activity, Effort, and Accountability • LO 4: Quiz ▾ U1A2: Activity, Effort, and Accountability
Lesson 3: Success & Safety: Building Smart Exercise Habits	Instructional Tools within Lesson	Assessments
• LO 1: identify and apply strategies that can help you safely start and maintain physical activity. ◦ correlation: PE 4.1.2 • LO 2: describe the benefits of a warm-up and cool-down. ◦ correlation: PE 4.1.2 • LO 3: perform a warm-up and cool-down. ◦ correlation: PE 4.1.2 • LO 4: analyze the effectiveness of a warm-up and cool-down routine ◦ correlation: PE 4.1.2	• LO 1: Self-Check ▾ Setting Yourself Up for Success • LO 2: Categorization ▾ Cooling Down, Categorization ▾ Dynamic Stretches • LO 3: N/A ▾ • LO 4: N/A ▾	• LO 1: Quiz ▾ U1A3 Safe Exercise Strategies and Habits • LO 2: Quiz ▾ U1A3 Safe Exercise Strategies and Habits • LO 3: Assignment ▾ U1A4 Warm Up and Cool Down Challenge • LO 4: Assignment ▾ U1A4 Warm Up and Cool Down Challenge

Lesson 4: Overcoming Barriers: The Keys to Confidence and Motivation	Instructional Tools within Lesson	Assessments
• LO 1: identify and define common barriers to physical activity. ◦ correlation: PE 4.1.5, PE 5.1.3 • LO 2: analyze scenarios and determine the barriers that prevent physical activity. ◦ correlation: PE 4.1.2 • LO 3: Apply appropriate strategies for overcoming barriers to physical activity. ◦ correlation: PE 4.1.2	• LO 1: N/A ▾ • LO 2: N/A ▾ • LO 3: Categorization ▾ Apply strategies to overcome barriers	• LO 1: Assignment ▾ Barriers to Fitness: Recognizing Barriers and Applying Solutions • LO 2: Discussion Board ▾ Barriers to Fitness: Recognizing Barriers and Applying Solutions • LO 3: Unit Assessment ▾ Barriers to Fitness: Recognizing Barriers and Applying Solutions

Unit 2: Fitness Testing and Goal Setting

Idaho Standards	Course Objectives	Teaching Strategies
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 9-12.PE.3.1.1 Assume self-responsibility for improving, meeting and/or sustaining gender and age-related contemporary fitness standards for the 5 health-related fitness components. Assessing health-related fitness by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by evidence-based measures 9-12.PE.3.1.3 Interpret and analyze information from fitness tests and physiological indicators of exercise to develop a rationale for a personal fitness plan 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 9-12.PE.5.1.1 Participate in moderate to vigorous physical activity achieving target heart rate zone for at least 50% of the lesson time (e.g., time assessment, heart rate assessment, pedometer = 3200	• CO 1: perform appropriate fitness tests for health-related fitness components. • CO 2: compare personal fitness results to norms and analyze strengths and areas for improvement. • CO 3: apply the SMART goal-setting method to create personalized fitness goals. • CO 4: track and evaluate personal physical activity by completing a fitness log and reflecting on progress and experiences.	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☒ Images ☒ Diagrams ☒ Videos ☐ Audio clips ☒ External tools/websites

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 recommended within public health guidelines (e.g., activity logs, bone and muscle strengthening activities, step count of at least 12000 steps per day, activity breaks). 9-12.PE.5.1.3 Actively and independently identify rationale for physical activity choices and pursue physical activity opportunities outside of the school that are based on personal interests, capabilities, and resources (e.g., outdoor recreational pursuits, fitness club membership, walking/running club, active transportation). 9-12.PE.5.1.5 Enjoy and appreciate the challenge of working hard and feeling the satisfaction when successfully improving skills and achieving personal goals (e.g. surveys, tracking data, journaling, reflections, review and revise fitness/physical activity goals).		
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Lesson 1: Fitness Testing: Find Your Starting Point	Instructional Tools within Lesson	Assessments
- LO 1: explain why fitness assessments are important and how they help track progress. - correlation: 9-12.PE.2.1.1, 9-12.PE.3.1.1 - LO 2: measure your resting heart rate. - correlation: 9-12. PE.2.1.1, 9-12. PE.3.1.1 - LO 3: select and complete fitness tests that match your fitness level. - correlation: 9-12. PE.2.1.1, 9-12. PE.3.1.1	- LO 1: Self-Check ▾ What is Fitness Testing - LO 2: N/A ▾ - LO 3: N/A ▾	- LO 1: N/A ▾ - LO 2: Assignment ▾ U2A1: Starting Personal Fitness Testing - LO 3: Assignment ▾ U2A1: Starting Personal Fitness Testing
Lesson 2: Making Sense of Your Fitness Testing	Instructional Tools within Lesson	Assessments
- LO 1: identify and define the FITT principle and factors that influence fitness progression. - correlation: 9-12.PE.3.1.4 - LO 2: identify strategies to stay consistent with physical activity. - correlation: 9-12.PE.3.1.4 - LO 3: compare fitness testing results to norms and standards.	- LO 1: N/A ▾ - LO 2: N/A ▾ - LO 3: Cloze Block ▾ Interpreting Fitness Testing	- LO 1: Quiz ▾ U2A2: Consistency and Progress in Fitness Quiz - LO 2: Quiz ▾ U2A2: Consistency and Progress in Fitness Quiz

○ correlation: 9-12.PE.2.1.1, 9-12.PE.3.1.1, 9-12.PE.3.1.3		● LO 3: Discussion Board ▾ Interpreting Your Fitness Test Results
Lesson 3: Setting Goals That Work	Instructional Tools within Lesson	Assessments
● LO 1: define the SMART goal-setting method. ○ correlation: 9-12.PE.2.1.1, 9-12.PE.3.1.1 ● LO 2: apply the SMART goal-setting method to create effective and meaningful fitness goals. ○ correlation: 9-12.PE.2.1.1, 9-12.PE.3.1.1 ● LO 3: differentiate between short-term and long-term fitness goals and how they work together. ○ correlation: 9-12.PE.2.1.1, 9-12.PE.3.1.1	● LO 1: Matching ▾ The SMART Goal setting method ● LO 2: N/A ▾ ● LO 3: N/A ▾	● LO 1: Quiz ▾ U2A4: The SMART Method Quiz ● LO 2: Quiz ▾ U2A4: The SMART Method Quiz ● LO 3: Quiz ▾ U2A4: The SMART Method Quiz ● LO 4: Assignment ▾ Fitness log

Unit 3: Building Cardio and Flexibility Fitness Plans

Idaho Standards	Course Objectives	Teaching Strategies
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 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.3.1.1 Assume self-responsibility for improving, meeting and/or sustaining gender and age-related contemporary fitness standards for the 5 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 evidence-based measures (e.g., evidence-based fitness tests, log sheets, fitness profiles, task cards, portfolios, and identify/participate in various activities that demonstrate each health-related component).	● CO 1: create realistic SMART fitness goals using personal cardiorespiratory and flexibility test results to. ● CO 2: apply the FITT principle to build personalized cardiorespiratory and flexibility fitness plans. ● CO 3: create a weekly cardiorespiratory and flexibility fitness schedule that reflects individual activity levels, goals, and interests. ● CO 4: track and evaluate personal physical activity by completing a fitness log and reflecting on progress and experiences.	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☒ Images ☐ Diagrams ☒ Videos ☐ Audio clips ☒ External tools/websites

9-12.PE.3.1.3 Interpret and analyze information from fitness tests and physiological indicators of exercise to develop a rationale for a personal fitness plan. 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). 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.5.1.3 Actively and independently identify rationale for physical activity choices and pursue physical activity opportunities outside of the school that are based on personal interests, capabilities, and resources (e.g., outdoor recreational pursuits, fitness club membership, walking/running club, active transportation).		
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Lesson 1: Cardio Types That Fit Your Style	Instructional Tools within Lesson	Assessments
- LO 1: identify your cardio style and activities that suit you based on your interests, habits, and preferences. - correlation: PE 2.1.1, PE.3.1.1, PE.3.1.3, PE.5.1.3 - LO 2: explain how your personality and interests influence your choice of cardio activity. - correlation: PE.3.1.1, PE.3.1.3, PE.4.1.2, PE.5.1.3	- LO 1: Matching ▾ Check for Understanding - LO 2: Matching ▾ Check for Understanding	- LO 1: Discussion Board ▾ U3D1: What's Your Cardio Style? - LO 2: Discussion Board ▾ U3D1: What's Your Cardio Style?
Lesson 2: In the Zone: Using Heart Rate to Track Intensity	Instructional Tools within Lesson	Assessments
- LO 1: define resting, maximum, and target heart rate, and identify the importance of heart rate monitoring during physical activity. - correlation: PE.3.1.1, PE.3.1.3 - LO 2: match target heart rate zones to different intensity levels. - correlation: PE.3.1.1, PE.3.1.3 - LO 3: calculate maximum, exercising, and target heart rate.	- LO 1: Quiz ▾ Tools to Monitor Intensity - LO 2: Quiz ▾ Finding Your Target Heart Rate Zone - LO 3: Self-Check ▾ Checking Intensity Using Target HR Zones	- LO 1: Quiz ▾ U3A1: Cardio Intensity and Monitoring Quiz - LO 2: Quiz ▾ U3A1: Cardio Intensity and Monitoring Quiz - LO 3: Quiz ▾ U3A1: Cardio Intensity and Monitoring Quiz - LO 4: N/A ▾ U3A1: Cardio

○ correlation: PE.3.1.1, PE.3.1.3 ● LO 4: use heart rate to check if physical activities match specific intensities. ○ correlation: PE.3.1.1, PE.3.1.3	● LO 4: Self-Check ▾ Check For Understanding	Intensity and Monitoring Quiz
Lesson 3: Flexibility and Mobility for Better Movement	Instructional Tools within Lesson	Assessments
● LO 1: explain the difference between mobility and flexibility. ○ correlation: PE.3.1.1 ● LO 2: differentiate between static and dynamic stretching. ○ correlation: PE.2.1.2, PE.3.1.1 ● LO 3: identify common static and dynamic stretches for major muscle groups. ○ correlation: PE.2.1.2, PE.3.1.1 ● LO 4: describe how yoga, foam rolling, and strength training can improve mobility and flexibility. ○ correlation: PE.2.1.2, PE.3.1.1	● LO 1: Matching ▾ Flexibility versus Mobility Quiz ▾ Check for Understanding ● LO 2: Matching ▾ Check For Understanding ● LO 3: Quiz ▾ Check For Understanding ● LO 4: N/A ▾	● LO 1: Quiz ▾ U3A2: Stretch Smart: Understanding Flexibility & Mobility ● LO 2: Quiz ▾ U3A2: Stretch Smart: Understanding Flexibility & Mobility ● LO 3: Quiz ▾ U3A2: Stretch Smart: Understanding Flexibility & Mobility ● LO 4: Quiz ▾ U3A2: Stretch Smart: Understanding Flexibility & Mobility
Lesson 4: Putting It All Together: Cardiorespiratory and Flexibility FITT Plans	Instructional Tools within Lesson	Assessments
● LO 1: select appropriate starting points for building a plan by using cardiorespiratory and flexibility test results. ○ correlation: PE.2.1.2, PE.3.1.1, PE.3.1.3, PE.3.1.4 ● LO 2: match SMART goals to different cardiorespiratory and flexibility fitness levels. ○ correlation: PE.2.1.1, PE.3.1.1, PE.3.1.3, PE.3.1.4 ● LO 3: identify FITT principle guidelines for cardiorespiratory and flexibility fitness. ○ correlation: PE.2.1.1, PE.3.1.1, PE.3.1.3, PE.3.1.4	● LO 1: Quiz ▾ Check for Understanding ● LO 2: Quiz ▾ Check for Understanding ● LO 3: Quiz ▾ Check for Understanding	● LO 1: Quiz ▾ U3A3: Cardio & Flexibility FITT Plan Quiz ● LO 2: Quiz ▾ U3A3: Cardio & Flexibility FITT Plan Quiz ● LO 3: Quiz ▾ U3A3: Cardio & Flexibility FITT Plan Quiz

Unit 4: Building Muscular Fitness Plans

Idaho Standards	Course Objectives	Teaching Strategies
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). 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.3.1.1 Assume self-responsibility for improving, meeting and/or sustaining gender and age-related contemporary fitness standards for the 5 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 evidence-based measures (e.g., evidence- based fitness tests, log sheets, fitness profiles, task cards, portfolios, and identify/ participate in various activities that demonstrate each health-related component). 9-12.PE.3.1.3 Interpret and analyze information from fitness tests and physiological indicators of exercise to develop a rationale for a personal fitness plan (e.g., identifying strengths and weaknesses, setting goals, modifying activities, heart rate zones, skill analysis). 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). 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	• CO 1: use muscular fitness test results to create realistic SMART fitness goals. • CO 2: apply the FITT principle to build a personalized muscular fitness plan. • CO 3: create a weekly muscular fitness schedule that reflects your individual activity levels, goals, and interests. • CO 4: track and evaluate personal physical activity by completing a fitness log and reflecting on progress and experiences.	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☒ Images ☒ Diagrams ☒ Videos ☐ Audio clips ☒ External tools/websites

sportspersonship, self-control, and 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).		
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Lesson 1: Goals and FITT Principle for Muscular Fitness	Instructional Tools within Lesson	Assessments
- LO 1: use muscular fitness test results to select appropriate starting points for building a plan. - correlation: PE.2.1.1, PE.3.1.1, PE.3.1.3 - LO 2: match SMART goals to different muscular fitness levels. - correlation: PE.2.1.1, PE.3.1.1, PE.3.1.3, PE.3.1.4 - LO 3: identify and apply the FITT principle guidelines for muscular fitness - correlation: PE.2.1.1, PE.3.1.1, PE.3.1.3, PE.3.1.4	- LO 1: Categorization ▾ What kind of goal fits you best - LO 2: Categorization ▾ What kind of goal fits you best Quiz ▾ Check for Understanding - LO 3: Matching ▾ SMART goals and FITT plans Quiz ▾ Check for Understanding	- LO 1: Quiz ▾ U4A1: SMART to FITT: Basics of Building a Strength Plan - LO 2: Quiz ▾ U4A1: SMART to FITT: Basics of Building a Strength Plan - LO 3: Quiz ▾ U4A1: SMART to FITT: Basics of Building a Strength Plan
Lesson 2: Muscular Fitness Methods & Scheduling	Instructional Tools within Lesson	Assessments
- LO 1: identify common strength exercises and basic movement patterns for each major muscle group - correlation: PE.2.1.1, PE.3.1.1, PE.3.1.4 - LO 2: perform basic strength exercises (squat, push-up, and plank) and evaluate form. - correlation: PE.1.1.1, PE.2.1.1, PE.3.1.1, PE.3.1.3, PE.4.1.2	- LO 1: Quiz ▾ Categorization ▾ Check Understanding - LO 2: N/A ▾	- LO 1: Quiz ▾ U4A2: Match the Muscle to the Move - LO 2: Assignment ▾ U4A3: Form in Action-Squats, Push-Ups, and Planks
Lesson 3: Building Your Strength Training Routine	Instructional Tools within Lesson	Assessments
- LO 1: identify the benefits, drawbacks, and key features of different strength training routines. - correlation: PE.3.1.1, PE.3.1.3 - LO 2: analyze different strength training routines to determine if they follow the recommended FITT guidelines. - correlation: PE.2.1.1, PE.3.1.1, PE.3.1.3, PE.3.1.4	- LO 1: Categorization ▾ Check for Understanding - LO 2: Quiz ▾ Check for Understanding: Jayla and Mateo - LO 3: Quiz ▾ Check for	- LO 1: Quiz ▾ U4A4: Strength Training Plans and Scheduling - LO 2: Quiz ▾ U4A4: Strength Training Plans and Scheduling - LO 3: Quiz ▾ U4A4:

- LO 3: select appropriate weekly training schedules based on fitness goals, routine type, and recovery needs. - correlation: PE.2.1.1, PE.3.1.3, PE.3.1.4, PE.5.1.3	Understanding: Jayla and Mateo	Strength Training Plans and Scheduling
Lesson 4: Safety Considerations and Gym Etiquette	Instructional Tools within Lesson	Assessments
- LO 1: identify safe strength training practices and progression techniques. - correlation: PE.3.1.4, PE.4.1.1, PE.4.1.2 - LO 2: classify gym behaviors as appropriate or inappropriate to help create a safe and respectful exercise space. - correlation: PE.4.1.1, PE.4.1.2 - LO 3: recognize when spotting is needed and the characteristics of a good spotter. - correlation: PE.4.1.1, PE.4.1.2	- LO 1: N/A ▾ - LO 2: Categorization ▾ Check for Understanding - LO 3: Categorization ▾ Check for Understanding	- LO 1: Quiz ▾ U4A5: Safe and Effective Strength Training - LO 2: Assignment ▾ U4A5: Safe and Effective Strength Training - LO 3: Discussion Board ▾ U4A5: Safe and Effective Strength Training

Unit 5: Healthy Body Composition and Positive Self-Image

Idaho Standards	Course Objectives	Teaching Strategies
9-12.PE.3.1.1 Assume self-responsibility for improving, meeting and/or sustaining gender and age-related contemporary fitness standards for the 5 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 evidence-based measures (e.g., evidence-based fitness tests, log sheets, fitness profiles, task cards, portfolios, and identify/ participate in various activities that demonstrate each health-related component). 9-12.PE.4.1.4 Accept and include other people with different interests, cultural backgrounds, physical characteristics and abilities while engaging in physical activities 9-12.PE.4.1.5 Evaluate personal choices for engaging in physical activity over the life span including the influence of age, ability, gender, race, ethnicity, socioeconomic status, and culture (e.g., recognize barriers and	- CO 1: explain how lifestyle factors and biology affect your body composition and ability to build healthy habits. - CO 2: evaluate your daily health and develop realistic alternatives for those that may negatively affect body composition and well-being. - CO 3: analyze positive self-image strategies you already use, and identify a new one you could realistically add to your daily life.	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☒ Images ☒ Diagrams ☒ Videos ☐ Audio clips ☒ External tools/websites

opportunities to participate in physical activity across a lifespan).		
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Lesson 1: How Lifestyle and Genetics Shape You	Instructional Tools within Lesson	Assessments
- LO 1: explain why it's important to separate health from appearance when discussing body composition. - correlation: PE.4.1.4 - LO 2: discuss how lifestyle factors and genetics influence body composition and contribute to differences in health between individuals. - correlation: PE.4.1.5	- LO 1: N/A ▾ - LO 2: Categorization ▾ Controllable vs Uncontrollable Factors	- LO 1: Discussion Board ▾ U5D1: Understanding Different Journeys - LO 2: Discussion Board ▾ U5D1: Understanding Different Journeys
Lesson 2: Building Healthy Habits for Life	Instructional Tools within Lesson	Assessments
- LO 1: define habits and explain why they are important to a healthy lifestyle. - correlation: PE.3.1.1 - LO 2: describe how small daily habits can affect long-term health and body composition. - correlation: PE.3.1.1 - LO 3: identify realistic daily habits that support long-term health and balanced body composition. - correlation: PE.3.1.1	- LO 1: N/A ▾ - LO 2: N/A ▾ - LO 3: Quiz ▾ Check for Understanding	- LO 1: Quiz ▾ U5A1: Building Healthy Habits for Life Quiz - LO 2: Quiz ▾ U5A1: Building Healthy Habits for Life Quiz - LO 3: Quiz ▾ U5A1: Building Healthy Habits for Life Quiz
Lesson 3: Thoughts that Shape Us: Self-Image & Body Composition	Instructional Tools within Lesson	Assessments
- LO 1: describe what self-image is and explain why it matters for your health and confidence. - correlation: PE.4.1.4, PE.4.1.5 - LO 2: identify and describe the effect of common influences on self-image. - correlation: PE.4.1.4, PE.4.1.5 - LO 3: apply strategies that support a positive self-image and show respect for yourself and others. - correlation: PE.4.1.4, PE.4.1.5	- LO 1: N/A ▾ - LO 2: Categorization ▾ Check for Understanding 1 - LO 3: Quiz ▾ Check for Understanding 2	- LO 1: Quiz ▾ U5A2: Shaping a Positive Self-Image Quiz - LO 2: Quiz ▾ U5A2: Shaping a Positive Self-Image Quiz - LO 3: Quiz ▾ U5A2: Shaping a Positive Self-Image Quiz

Unit 6: Training for Athletic Performance

Idaho Standards	Course Objectives	Teaching Strategies
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). 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). 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 training, sprint starts, vertical/standing jump, Pilates, sport performance).	• CO 1: identify the skill-related fitness components in your favorite activities and apply exercises to improve them. • CO 2: evaluate your performance on a movement skill and use feedback to create a short improvement plan. • CO 3: explore simple strategies that help you move smarter in your favorite activities. • CO 4: track and evaluate personal physical activity by completing a fitness log and reflecting on progress and experiences.	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☒ Images ☒ Diagrams ☒ Videos ☐ Audio clips ☒ External tools/websites

Lesson 1: Skill-Related Fitness in Action	Instructional Tools within Lesson	Assessments
• LO 1: define the six skill-related fitness components and explain how they support physical performance. ◦ correlation: 9-12.PE.1.1.1, 9-12.PE.3.1.2 • LO 2: identify which skill-related components are most important in different leisure and lifetime physical activities. ◦ correlation: 9-12.PE.1.1.1, 9-12.PE.2.1.2, 9-12.PE.3.1.2 • LO 3: identify and apply the FITT principle to improve specific skill-related fitness components. ◦ correlation: 9-12.PE.1.1.1, 9-12.PE.2.1.2, 9-12.PE.2.1.3	• LO 1: Categorization ▾ Check for Understanding 1, Quiz ▾ Putting it all together • LO 2: Categorization ▾ Check for Understanding 1, Quiz ▾ Putting it all together • LO 3: Quiz ▾ Putting it all together	• LO 1: Quiz ▾ U6A1: Moving to Improve Performance • LO 2: Quiz ▾ U6A1: Moving to Improve Performance • LO 3: Quiz ▾ U6A1: Moving to Improve Performance

Lesson 2: Building Performance Skills with Feedback	Instructional Tools within Lesson	Assessments
- LO 1: explain how feedback and self-assessment can help improve a movement skill. - correlation: 9-12.PE.2.1.2 - LO 2: analyze basic movement skills to identify technique errors and suggest ways to improve them. - correlation: 9-12.PE.1.1.1, 9-12.PE.2.1.2, 9-12.PE.3.1.2	- LO 1: N/A ▾ - LO 2: Categorization ▾ Check For Understanding, Quiz ▾ Case Study: Mateo's Movement Makeover	- LO 1: Quiz ▾ U6A2: Feedback, Technique, and Cues - LO 2: Quiz ▾ U6A2: Feedback, Technique, and Cues
Lesson 3: Movement Strategies to Improve Performance	Instructional Tools within Lesson	Assessments
- LO 1: define and identify the differences between strategies and tactics. - correlation: 9-12.PE.1.1.1, 9-12.PE.2.1.3 - LO 2: identify how different movement strategies and tactics contribute to better performance. - correlation: 9-12.PE.1.1.1, 9-12.PE.2.1.3 - LO 3: apply movement strategies and tactics in real-life situations using awareness, positioning, and timing. - correlation: 9-12.PE.2.1.2, 9-12.PE.2.1.3	- LO 1: Matching ▾ Recap: What Makes a Movement Strategy Work? - LO 2: Quiz ▾ Application: Jayla's Strategy Shift - LO 3: N/A ▾	- LO 1: Quiz ▾ U6A3: Move Smarter, Perform Better - LO 2: Quiz ▾ U6A3: Move Smarter, Perform Better - LO 3: Quiz ▾ U6A3: Move Smarter, Perform Better

Unit 7: Leading and Thriving in Physical Activity

Idaho Standards	Course Objectives	Teaching Strategies
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 sportspersonship, self-control, and 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	- CO 1: explain how your actions in physical activity can influence the group and help create a positive, supportive environment. - CO 2: describe how you can include people with different skills, abilities, and backgrounds in physical activity by making changes that help everyone take part. - CO 3: reflect on how you deal with conflicts and explain	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☒ Images ☐ Diagrams ☒ Videos ☐ Audio clips ☒ External tools/websites

offenses, identify alternatives to negative behaviors). 9-12.PE.4.1.4 Accept and include other people with different interests, cultural backgrounds, physical characteristics and abilities while engaging in physical activities (e.g., modify physical activities, show compassion for others).	strategies that could help you handle them more effectively during physical activity. CO 4: use your actions and experiences to create the kind of leader you want to be in physical activity settings.	
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Lesson 1: Responsible Leadership in Physical Activity	Instructional Tools within Lesson	Assessments
- LO 1: explain what leadership means in physical activity using the traits and actions of a good leader. - correlation: 9-12.PE.4.1.1, 9-12.PE.4.1.2 - LO 2: discuss how good leaders include and support others to make physical activity more positive for everyone. - correlation: 9-12.PE.4.1.1, 9-12.PE.4.1.2	- LO 1: Categorization ▾ What Makes a Leader? - LO 2: Categorization ▾ What Makes a Leader?, Cloze Block ▾ Responsible Leadership in Action	- LO 1: Discussion Board ▾ U7D1: Supporting and Including Others Leadership and Inclusion in Physical Activity - LO 2: Discussion Board ▾ U7D1: Supporting and Including Others Leadership and Inclusion in Physical Activity
Lesson 2: Making Physical Activity Work for Everyone	Instructional Tools within Lesson	Assessments
- LO 1: define inclusion and how it applies to physical activity. - correlation: 9-12. PE.4.1.4 - LO 2: identify different personal and group needs that affect participation in physical activity. - correlation: 9-12. PE.4.1.4 - LO 3: apply modifications that help individuals participate and feel included in physical activity. - correlation: 9-12. PE.4.1.4 - LO 4: recognize actions individuals can take to promote inclusion, whether leading, participating, or advocating for themselves. - correlation: 9-12. PE.4.1.1, 9-12. PE.4.1.4	- LO 1: N/A ▾ - LO 2: Categorization ▾ Adapting Activities for Different Needs - LO 3: Quiz ▾ Putting It All Together - LO 4: Categorization ▾ Adapting Activities for Different Needs	- LO 1: Quiz ▾ U7A1: Making Space for Everyone - LO 2: Quiz ▾ U7A1: Making Space for Everyone - LO 3: Quiz ▾ U7A1: Making Space for Everyone - LO 4: Quiz ▾ U7A1: Making Space for Everyone
Lesson 3: Solving Conflicts Like a Leader	Instructional Tools within Lesson	Assessments

• LO 1: identify common types of conflict in physical activity and recognize how different responses can improve or worsen the situation. ◦ correlation: 9-12.PE.4.1.3 • LO 2: identify and apply communication strategies that help solve conflicts in physical activity. ◦ correlation:9-12.PE.4.1.3 • LO 3: evaluate a physical activity conflict and choose strategies that could have prevented it. ◦ correlation:9-12.PE.4.1.1, 9-12.PE.4.1.3	• LO 1: N/A ▾ • LO 2: Cloze Block ▾ How You Respond Matters • LO 3: Quiz ▾ Case Study: When Conflict Escalates in PE	• LO 1: Quiz ▾ U7A2: Conflict Resolution in Physical Activity • LO 2: Quiz ▾ U7A2: Conflict Resolution in Physical Activity • LO 3: Quiz ▾ U7A2: Conflict Resolution in Physical Activity
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Unit 8: Move for Life

Idaho Standards	Course Objectives	Teaching Strategies
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.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). 9-12.PE.4.1.5 Evaluate personal choices for engaging in physical activity over the life span 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). 9-12.PE.5.1.3 Actively and independently identify rationale for physical activity choices and pursue physical activity opportunities outside of the school that are based on personal interests, capabilities, and resources (e.g., outdoor recreational pursuits, fitness club membership, walking/running club, active transportation).	• CO 1: identify ways you enjoy moving and explain how they can support your mental and emotional well-being. • CO 2: explain how your mindset, habits, and personal identity can help or hurt your ability to stay consistent with physical activity. • CO 3: evaluate how your fitness needs and activity choices might change as you get older or take on different roles in life. • CO 4: analyze how your family, background, and future challenges may shape your activity choices and how you can adapt.	Within this unit, material will be delivered to the students via: ☒ Reading Materials ☒ Lesson Interactives ☒ Images ☒ Diagrams ☒ Videos ☐ Audio clips ☒ External tools/websites

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 and appreciate the challenge of working hard and feeling the satisfaction when successfully improving skills and achieving personal goals (e.g. surveys, tracking data, journaling, reflections, review and revise fitness/physical activity goals).		
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Lesson 1: My Movement Identity	Instructional Tools within Lesson	Assessments
- LO 1: explain why certain types of movement feel more enjoyable or meaningful to you. - correlation: PE.5.1.3, PE.5.1.4 - LO 2: describe how personal influences shape the types of movement that feel right for you. - correlation: PE.4.1.5 - LO 3: identify the differences between anchor and reset activities and select the ones that match your fitness identity. - correlation: PE.4.1.5, PE.5.1.3, PE.5.1.4	- LO 1: N/A ▾ - LO 2: N/A ▾ - LO 3: Cloze Block ▾ Check For Understanding	- LO 1: Discussion Board ▾ Defining Your Movement Identity - LO 2: Discussion Board ▾ Defining Your Movement Identity - LO 3: Discussion Board ▾ Defining Your Movement Identity
Lesson 2: Mindset, Momentum, and The Restart Button	Instructional Tools within Lesson	Assessments
- LO 1: recognize how your mindset and habits can support or limit your ability to stay active. - correlation: PE.2.1.1, PE.5.1.3 - LO 2: identify and apply strategies to build strong physical activity habits over time. - correlation: PE.2.1.1, PE.5.1.5 - LO 3: analyze common challenges to staying active and apply strategies to restart or stay active when routines break down. - correlation: PE.2.1.1, PE.2.1.2	- LO 1: Categorization ▾ What Is Mindset? - LO 2: N/A ▾ - LO 3: N/A ▾	- LO 1: Quiz ▾ U8A1: Habit Building and Restart Strategies in Physical Activity - LO 2: Quiz ▾ U8A1: Habit Building and Restart Strategies in Physical Activity - LO 3: Assignment ▾ v
Lesson 3: Fitness Across Life Stages	Instructional Tools within Lesson	Assessments
- LO 1: describe how a life milestone like college, work, or a major responsibility might impact your movement routine. - correlation: PE.4.1.5, PE.5.1.3 - LO 2: identify potential challenges to staying active in a future	- LO 1: Self-Check ▾ Movement and Milestones - LO 2: Self-Check ▾ Staying	LO 1: Assignment ▾ U8A2: Your Movement Life, Your Way Task

life phase and explain strategies to overcome them. ○ correlation: PE.3.1.4, PE.5.1.3 ● LO 3: explain what movement means to you and how it connects to your values or traditions. ○ correlation: PE.5.1.4	Active in Life After High School ● LO 3: N/A ▾	● LO 2: Assignment ▾ U8A2: Your Movement Life, Your Way Task ● LO 3: Assignment ▾ U8A2: Your Movement Life, Your Way Task
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