

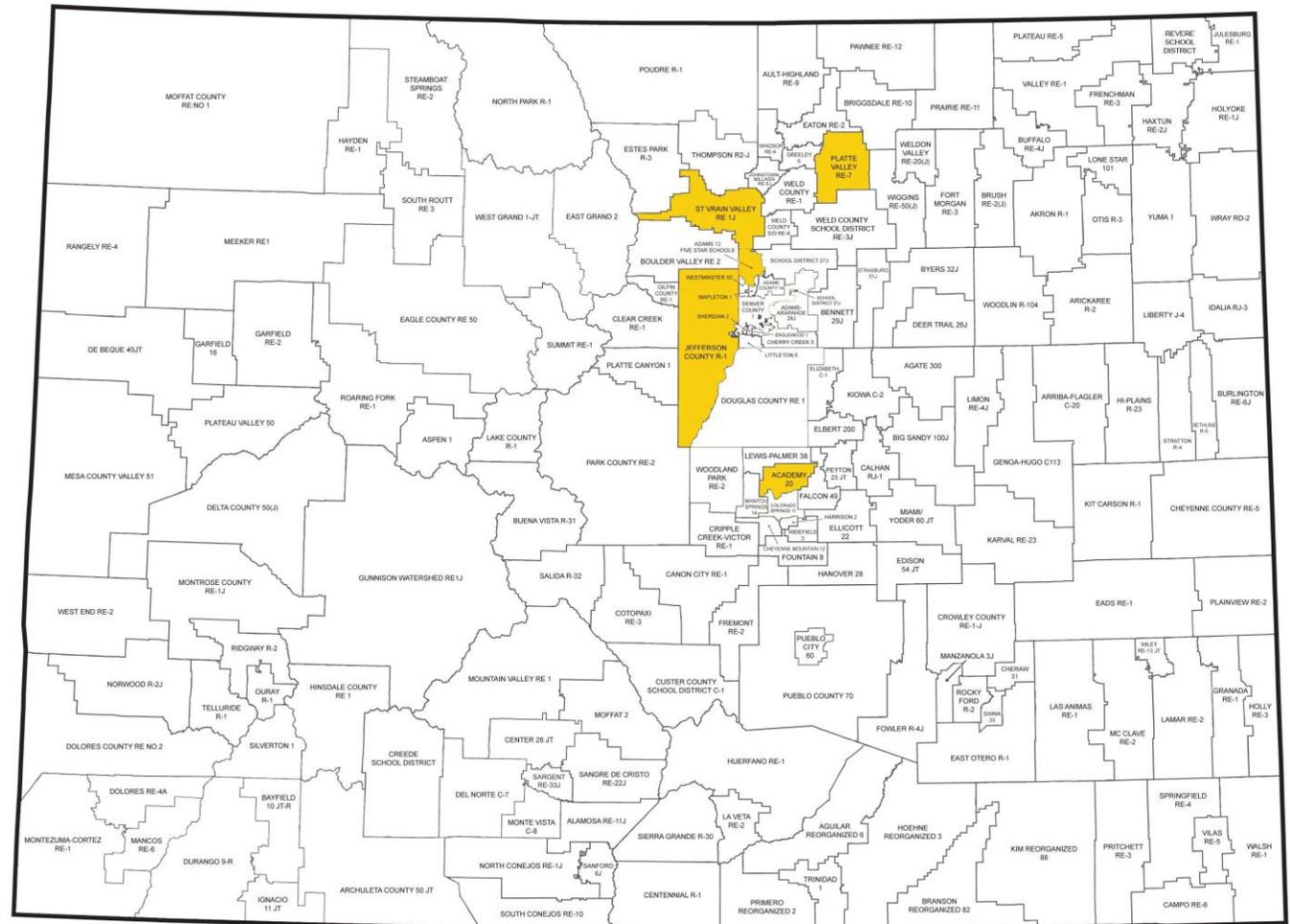
# Unit Title: Fitness Planning

## INSTRUCTIONAL UNIT AUTHORS

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## BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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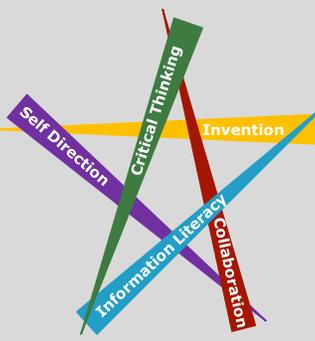
*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Content Area</b>	Physical Education	<b>Grade Level</b>	High School
<b>Course Name/Course Code</b>	PE 1		

<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>
1. Movement Competence and Understanding	1. Participate at a competent level in a variety of lifelong physical activities	PE09-GR.HS-S.1-GLE.1
	2. Understand the cognitive impact of movement	PE09-GR.HS-S.1-GLE.2
	3. Apply rules, principles, problem-solving skills, and concepts to traditional and nontraditional movement settings	PE09-GR.HS-S.1-GLE.3
2. Physical and Personal Wellness	1. Establish goals based on fitness assessment data, and develop, implement, achieve, and monitor an individual health and fitness plan	PE09-GR.HS-S.2-GLE.1
	2. Identify community resources to maintain lifelong physical activity	PE09-GR.HS-S.2-GLE.2
	3. Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education	PE09-GR.HS-S.2-GLE.3
3. Emotional and Social Wellness	1. Demonstrate respect for individual differences in physical activity settings	PE09-GR.HS-S.3-GLE.1
	2. Demonstrate collaboration, cooperation, and leadership skills	PE09-GR.HS-S.3-GLE.2
	3. Demonstrate responsible behavior in group settings	PE09-GR.HS-S.3-GLE.3
4. Prevention and Risk Management	1. Understand the risks and safety factors that may affect participation in physical activity	PE09-GR.HS-S.4-GLE.1
	2. Demonstrate knowledge of safety and emergency response procedures	PE09-GR.HS-S.4-GLE.2

**Colorado 21<sup>st</sup> Century Skills**



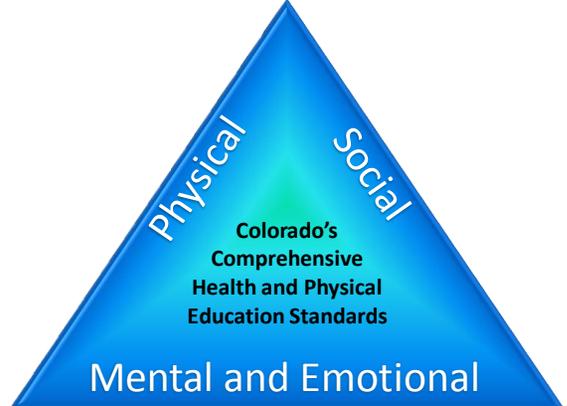
**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*



**Colorado's Comprehensive Health and Physical Education Standards**

**Physical**      **Social**

**Mental and Emotional**

<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
Fitness Planning	4 weeks	2

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	Fitness Planning		<b>Length of Unit</b>	4 weeks
<b>Focusing Lens(es)</b>	Wellness	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.HS-S.2-GLE.1 PE09-GR.HS-S.2-GLE.2 PE09-GR.HS-S.2-GLE.3 PE09-GR.HS-S.3-GLE.2 PE09-GR.HS-S.3-GLE.3 PE09-GR.HS-S.4-GLE.1 PE09-GR.HS-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How does one know that a fitness plan is effective? (PE09-GR.HS-S.2-GLE.1-EO.d,e,f; IQ. 4; RA.1,2; N.1,2,3)</li> <li>• If you lived in a social sphere with absolutely no fitness recourse such as facilities, modern equipment or the internet what would you do to reach and maintain optimal levels of health and fitness? (PE09-GR.HS-S.2-GLE.2-EO.a,b,c,d; IQ.1,2,3,4,5; N.2,3,5)</li> <li>• Why is using a variety of physical activities important? (PE09-GR.HS-S.2-GLE.3-EO.a,d,g; IQ.2; RA.3; N.1,3)</li> <li>• How are your current fitness goals likely to change over time? (PE09-GR.HS-S.2-GLE.3-EO.b,f; IQ.5; RA.1,2; N.1,2)</li> </ul>			
<b>Unit Strands</b>	Standard 2 Physical and Personal Wellness Standard 3 Emotional and Personal Wellness Standard 4 Prevention and Risk Management			
<b>Concepts</b>	Planning; Integrity; Development; Social Responsibility; Time Management; Safety; Evaluation			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Planning, evaluation and effective time management create the basis for the development of a quality fitness plan. (PE09-GR.HS-S.2-GLE.1-EO.d,e,f; IQ.4; RA.1,2; N.1,2,3)	What are the components of a fitness plan?	What makes a fitness plan effective?
Responsibility and safety awareness contribute to the development of a personal fitness plan. (PE09-GR.HS-S.2-GLE.3-EO.b,f; IQ.5; RA.1,2; N.1,2)	What risks need to be addressed when creating a physical fitness plan?	Why is responsibility and integrity important to developing a personal fitness plan?
Productive members of team or group activity display a combination of personal integrity and social responsibility. (PE09-GR.HS-S.2-GLE.1-EO.g; IQ.3,4)	What are some traditional and non-traditional ways of cooperative planning and goal setting?	How can developing fitness goals with a partner help a person achieve that goal?

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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• Goal setting (PE09-GR.HS-S. 1-GLE.1-EO.e)</li> <li>• Fitness data (PE09-GR.HS-S. 1-GLE.1-EO.e, f)</li> <li>• Activity levels (PE09-GR.HS-S.2-GLE.3-EO.f)</li> <li>• Participation with others (PE09-GR.HS-S.3-GLE.3-EO.a,b,c,d)</li> <li>• Appropriate/responsible/empathetic behavior (PE09-GR.HS-S.3-GLE.2-EO.a,b,c,f,g)</li> <li>• Safety procedures/ equipment (PE09-GR.HS-S.4-GLE.1-EO.a)</li> <li>• Technology and community resources (PE09-GR.HS-S.2-GLE.3-RA.2)</li> <li>• Safety hazards (PE09-GR.HS-S.4-GLE.1-EO.d)</li> </ul>	<ul style="list-style-type: none"> <li>• Set goal (PE09-GR.HS-S. 1-GLE.1-EO.e)</li> <li>• Analyze fitness data (PE09-GR.HS-S. 1-GLE.1-EO.e,f)</li> <li>• Create a plan (PE09-GR.HS-S.1-GLE.1-EO.a)</li> <li>• Manage time. (PE09-GR.HS-S.2-GLE.3-EO.e)</li> <li>• Adjust activity levels (PE09-GR.HS-S.2-GLE.3-EO.f)</li> <li>• Participate with others. (PE09-GR.HS-S.3-GLE.3-EO.a,b,c,d)</li> <li>• Demonstrate appropriate/ responsible/ empathetic behavior. (PE09-GR.HS-S.3-GLE.2-EO.a,b,c,f,g)</li> <li>• Use appropriate safety procedures/ equipment (PE09-GR.HS-S.4-GLE.1-EO.a)</li> <li>• Uses of technology and community resources available for fitness (PE09-GR.HS-S.2-GLE.3-RA.2)</li> <li>• Identify safety hazards (PE09-GR.HS-S.4-GLE.1-EO.d)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.                      EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Physically educated people use personal fitness assessment data, knowledge of the health-related fitness components and community resources to set personal fitness goals and to develop, implement, and participate in a personal fitness plan.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Health, fitness, consumer choices, goal setting, develop, implement, achieve, monitor, participation, community resources, time management, participation</p>
<p><b>Technical Vocabulary:</b></p>	<p>Fitness, physical activity, fitness plan, health-related fitness components, fitness assessment data, fitness resources, fitness equipment, pedometer, heart rate monitor, physical activity log, moderate to vigorous, FITT principle</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Description:</b>	The focus of this unit is to develop skills towards improving personal wellness while emphasizing goal setting, fitness components, the FITT principle, responsibility and integrity. Students will analyze lifestyle factors that impact the short term and long term physical, social/emotional, and mental aspects of health. This unit culminates with students developing a personal fitness plan that includes the FITT principle, health related components of fitness and safety requirements. Students will have an opportunity to participate in a peer led fitness camp.
<b>Considerations:</b>	High school students entering into a PE 1 class may already have an understanding of equipment type, SMART goals, the FITT principle, and the five components of physical fitness. However, not all students will have a desire and understanding to create a personal fitness plan. Therefore, it will be necessary for students to make the connection between becoming physically fit and finding the program that will be fun and tailored for the individual. Teachers will also need to consider such factors as, time, available equipment, data collection, facilities, class size, emphasis of the importance of developing a personal fitness plan, environment, gender make-up.
<b>Unit Generalizations</b>	
<b>Key Generalization (s):</b>	Planning, evaluation and effective time management create the basis for the development of a quality fitness plan Productive members of team or group activity display a combination of personal integrity and social responsibility
<b>Supporting Generalizations:</b>	Responsibility and safety awareness contribute to the development of a personal fitness plan

<b>Performance Assessment: <i>The capstone/summative assessment for this unit.</i></b>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Planning, evaluation and effective time management create the basis for the development of a quality fitness plan. Productive members of a team or group activity display a combination of personal integrity and social responsibility.
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a personal fitness coach, you will be designing and conducting a “FITT Camp” (e.g. one class, multiple classes) for your school. You and a group of fellow coaches will create the camp using the FITT principle concepts (frequency, intensity, time, type). The exercises you construct must address the health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, body composition and flexibility). In addition, the camp must include stations that address various aspects of wellness (ex: diet, rest, restoration).
<b>Product/Evidence:</b> (Expected product from students)	The students will need to include in the fitness plan, the following elements: <ul style="list-style-type: none"> <li>• Roles and responsibilities of each person in the group (e.g. equipment, time manager, group facilitator, etc.)</li> <li>• Notes from learning experiences which demonstrate knowledge of exercise vocabulary and fitness planning</li> <li>• Exercises and the health related component/wellness aspect it addresses</li> <li>• Modifications/adaptations for each of the exercises provided</li> <li>• Station Cards: Included exercises, visuals of exercises, reps/sets if necessary</li> <li>• Station Time/station duration/total session time</li> <li>• A map of the camp stations</li> <li>• A list of equipment needed to run the camp</li> </ul>
<b>Differentiation:</b> (Multiple modes for student expression)	<ul style="list-style-type: none"> <li>• Pre designed graphic organizer of the stations</li> <li>• Peer pair students for assistance in presenting the exercise</li> <li>• Allow individual 1:1 presentation to teacher.</li> </ul>

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- Create a video of the exercises or stations of demonstration.
- Create a power point of the individual stations and the exercises used.

#### Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
<p><i>A Guide to Initiative Problems, Adventure Games and Trust Activities: Silver Bullets</i> - Karl Rohnke (Lexile level 900-1100)</p> <p><i>The Hurt Artist, My Journey From Suicidal Junkie to Iron Man</i> - Shane Niemeyer with Gary Brozek (Lexile level 900-1100, \$ small fee associated)</p> <p><i>Born to Run: A Hidden Tribe, Superathletes, and the Greatest Race the World Has Never Seen</i> - Christopher McDougall (Lexile level 900-1100)</p> <p><i>Season of Life: A Football Star, a Boy, a Journey to Manhood</i> - Jeffrey Marx (Lexile level 900-1100)</p> <p><i>Soul Surfer: A True Story of Faith, Family, and Fighting to Get Back on the Board</i> - Bethany Hamilton and Rick Bundschuh with Sheryl Berk (Lexile level 960)</p>	

#### Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think/work like a personal trainer to analyze fitness goals.	Teacher Resources:	<a href="http://hrg.stanford.edu/documents/SMARTGOALSTemplate2012.doc">http://hrg.stanford.edu/documents/SMARTGOALSTemplate2012.doc</a> (SMART goal worksheet)
			Student Resources:	<a href="http://sdavid01.edublogs.org/2010/11/22/fitness-journal-entry-one-student-sample/">http://sdavid01.edublogs.org/2010/11/22/fitness-journal-entry-one-student-sample/</a> (Sample free writing journal entry)
	Skills:	Set goals Analyze fitness data Create a plan	Assessment:	Students may journal weekly one fitness goal.
2.	Description:	Think/work like a physically educated student to apply healthy lifestyle decision making skills to support all areas of wellness.	Teacher Resources:	<a href="http://www.healthtriangle.org/">http://www.healthtriangle.org/</a> (In depth look at the health and each of its parts) <a href="http://www.humankinetics.com/excerpts/excerpts/theimportance-of-health-fitness-and-wellness">http://www.humankinetics.com/excerpts/excerpts/theimportance-of-health-fitness-and-wellness</a> (Social, emotional and physical parts of wellness)
			Student Resources:	<a href="http://sdavid01.edublogs.org/2010/11/22/fitness-journal-entry-one-student-sample/">http://sdavid01.edublogs.org/2010/11/22/fitness-journal-entry-one-student-sample/</a> (Sample free writing journal entry)
	Skills:	Set goals Analyze personal behaviors related to wellness Create a plan	Assessment:	Students may make one lifestyle change to improve one area of wellness. (e.g. physical, emotional)

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Prior Knowledge and Experiences</b>
These learning experiences build upon presumed students' working knowledge of the concepts and skills such as the 5 components of fitness, the FITT principle, SMART goals and physical emotional, social wellness.

<b>Learning Experience # 1</b>		
The teacher may present and discuss the components of wellness (e.g. mental, social/emotional & physical) so students can begin to evaluate lifestyle choices and the roles they may play on different aspects of their personal wellness.		
<b>Generalization Connection(s):</b>	Planning, evaluation and effective time management create the basis for the development of a quality fitness plan	
<b>Teacher Resources:</b>	<a href="http://www.healthtriangle.org/">http://www.healthtriangle.org/</a> (An in depth look at the health triangle and each of its parts) <a href="http://www.livestrong.com/article/42697-health-triangle/">http://www.livestrong.com/article/42697-health-triangle/</a> (Health triangle facts) <a href="http://www.cdc.gov/physicalactivity/everyone/health/">http://www.cdc.gov/physicalactivity/everyone/health/</a> (A list of benefits of physical activity) <a href="http://www.humankinetics.com/excerpts/excerpts/the-importance-of-health-fitness-and-wellness">http://www.humankinetics.com/excerpts/excerpts/the-importance-of-health-fitness-and-wellness</a> (Discusses the social, emotional and physical parts of wellness) <a href="http://www.mayoclinic.org/healthy-living/fitness/in-depth/exercise/art-20048389">http://www.mayoclinic.org/healthy-living/fitness/in-depth/exercise/art-20048389</a> (Discusses the benefits of exercise)	
<b>Student Resources:</b>	<a href="http://www.healthtriangle.org/">http://www.healthtriangle.org/</a> (An in depth look at the health triangle and each of its parts) <a href="http://www.livestrong.com/article/42697-health-triangle/">http://www.livestrong.com/article/42697-health-triangle/</a> (Health triangle facts)	
<b>Assessment:</b>	Students will connect one lifestyle choice (e.g. daily exercise, diet, sleep) to each wellness area and document one area which they could improve upon (e.g. using an exit ticket).	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teacher may provide a hard copy handout of notes and/or vocabulary before instruction	Students may verbally report out their answers to the teacher instead of writing their response
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may write a paragraph on their chosen lifestyle choice and explain how it directly relates to the wellness domain
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Health triangle components</li> <li>• Lifestyle choices</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Identify current lifestyle choices</li> <li>• Strengths and weaknesses of lifestyle choices</li> </ul>	
<b>Critical Language:</b>	Health, fitness, wellness, social, emotional, physical	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Learning Experience # 2</b>		
The teacher may demonstrate examples of each component of physical fitness (e.g. flexibility, cardio-vascular endurance, muscular endurance, muscular strength and body composition) so students can begin to consider ways to evaluate fitness.		
<b>Generalization Connection(s):</b>	Planning, evaluation and effective time management create the basis for the development of a quality fitness plan	
<b>Teacher Resources:</b>	<a href="https://docs.google.com/viewer?a=v&amp;pid=sites&amp;srcid=YWRhbXMxMi5vcmd8c2NocmVpYmVyc2l0ZTlwMTJ8Z3g6YmM2ZDVmOGU1ZjhmMTk">https://docs.google.com/viewer?a=v&amp;pid=sites&amp;srcid=YWRhbXMxMi5vcmd8c2NocmVpYmVyc2l0ZTlwMTJ8Z3g6YmM2ZDVmOGU1ZjhmMTk</a> (Benefits and health-related components of fitness) <a href="http://www.health-lesson-plans-teacher.com/healthrelatedfitness.html">http://www.health-lesson-plans-teacher.com/healthrelatedfitness.html</a> (Health-Related components of fitness) <a href="http://www.humankinetics.com/excerpts/excerpts/the-importance-of-health-fitness-and-wellness">http://www.humankinetics.com/excerpts/excerpts/the-importance-of-health-fitness-and-wellness</a> (Discusses the social, emotional and physical parts of wellness)	
<b>Student Resources:</b>	<a href="http://www.youtube.com/watch?v=SVJqwoxq0RM">http://www.youtube.com/watch?v=SVJqwoxq0RM</a> (Components of health-related fitness and examples of exercises) <a href="http://www.youtube.com/watch?v=JxwtKX6vl2Y">http://www.youtube.com/watch?v=JxwtKX6vl2Y</a> (Components of fitness) <a href="http://www.eduplace.com/graphicorganizer/pdf/4column.pdf">http://www.eduplace.com/graphicorganizer/pdf/4column.pdf</a> (4 column graphic organizer)	
<b>Assessment:</b>	Students will complete various exercise stations related to the 5 components of fitness with a partner and evaluate and record their current fitness level. The students will also predict future gains for each fitness component. <a href="http://www.eduplace.com/graphicorganizer/pdf/4column.pdf">http://www.eduplace.com/graphicorganizer/pdf/4column.pdf</a> (4 column graphic organizer)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	The teacher may group students with physical limitations with similar ability levels provided that an advanced peer is in the group to assist The teacher may provide a multiple choice key to assist students in making predictions	Students may choose alternate exercises Students may work 1:1 or with a small group
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	Students may customize more rigorous and/or strenuous exercises
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The components of health related fitness</li> <li>• Personal fitness data</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Identify the five components of health related fitness</li> <li>• Analyze fitness data</li> </ul>	
<b>Critical Language:</b>	Fitness, monitor, participation, physical activity, health-related fitness components	

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<b>Learning Experience # 3</b>		
The teacher may review the process for developing a smart goal so students can analyze the elements of a goal as it pertains to various aspects of personal wellness.		
<b>Generalization Connection(s):</b>	Planning, evaluation and effective time management create the basis for the development of a quality fitness plan	
<b>Teacher Resources:</b>	<a href="http://www.google.com/url?q=http%3A%2F%2Fbinformation.about.com%2Flibrary%2Fpdfs%2Fsmart-goal-setting-worksheet.pdf&amp;sa=D&amp;sntz=1&amp;usg=AFQjCNH00gEvo6ULxYnGQlxZdhTdcXBixA">http://www.google.com/url?q=http%3A%2F%2Fbinformation.about.com%2Flibrary%2Fpdfs%2Fsmart-goal-setting-worksheet.pdf&amp;sa=D&amp;sntz=1&amp;usg=AFQjCNH00gEvo6ULxYnGQlxZdhTdcXBixA</a> (Smart Goal Worksheet from About.com) <a href="http://hrg.stanford.edu/documents/SMARTGOALSTemplate2012.doc">http://hrg.stanford.edu/documents/SMARTGOALSTemplate2012.doc</a> (SMART goal worksheet)	
<b>Student Resources:</b>	<a href="http://hrg.stanford.edu/documents/SMARTGOALSTemplate2012.doc">http://hrg.stanford.edu/documents/SMARTGOALSTemplate2012.doc</a> (SMART goal worksheet)	
<b>Assessment:</b>	Students will develop a SMART (Specific, Measurable, Achievable/Attainable, Relevant, Time- based) as it pertains to the components of fitness and their personal fitness data. e.g. (journal).	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	Students may work with a partner Students may present SMART goal verbally
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	Students may write SMART goals for other areas of their life
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Fitness data</li> <li>• SMART goal</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Analyze data</li> <li>• Set goal</li> </ul>	
<b>Critical Language:</b>	Goal setting, develop, implement, (S)pecific (M)easurable (A)chievable/attainable (R)elephant (T)ime Based goal(s)	

<b>Learning Experience # 4</b>		
The teacher may introduce a team building scenario (e.g. team juggling, team volley, hacky sack,) so students can begin to develop strategies for determining the success of teamwork or a team project.		
<b>Generalization Connection(s):</b>	Planning, evaluation and effective time management create the basis for the development of a quality fitness plan	
<b>Teacher Resources:</b>	<a href="https://www.jmu.edu/kinesiology/hpainstitute/documents/CooperativeGames.pdf">https://www.jmu.edu/kinesiology/hpainstitute/documents/CooperativeGames.pdf</a> (Ideas for cooperative games)	
<b>Student Resources:</b>	<a href="http://www.denverpost.com/Sports/ci_26266043/Inmate-to-Ironman:-Shane-Niemeyers-story-of-redemption">http://www.denverpost.com/Sports/ci_26266043/Inmate-to-Ironman:-Shane-Niemeyers-story-of-redemption</a> (Article on goal setting, athlete personal story)	
<b>Assessment:</b>	Students will work in small groups to complete a team building activity to determine a baseline, and then apply SMART goal setting guidelines to hypothesize a final outcome. Results will be recorded in student portfolio.	

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<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	The teacher may present small ranges of “attainable” goals for students	Students may choose their own team building activity Students may work individually on predicting outcomes of a group
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	Students may develop a more rigorous team building task
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• SMART goals</li> <li>• Collaboration with others</li> <li>• Safety procedures</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Set goal</li> <li>• Participate with others</li> <li>• Use appropriate safety procedures/equipment</li> <li>• Demonstrates appropriate/responsible/empathetic behavior</li> </ul>	
<b>Critical Language:</b>	SMART goals, goal setting, safety, team building, collaboration	

<b>Learning Experience # 5</b>		
The teacher may introduce various safety procedures involved with fitness exercises so students can assess safety protocols used when designing or participating in fitness programs.		
<b>Generalization Connection(s):</b>	Responsibility and safety awareness contribute to the development of a personal fitness plan	
<b>Teacher Resources:</b>	<a href="http://www.hsph.harvard.edu/nutritionsource/staying-safe/">http://www.hsph.harvard.edu/nutritionsource/staying-safe/</a> (General Exercise Safety) <a href="http://kidshealth.org/teen/food_fitness/exercise/sport_safety.html">http://kidshealth.org/teen/food_fitness/exercise/sport_safety.html</a> (General Exercise Safety) <a href="http://www.mayoclinic.org/healthy-living/fitness/in-depth/fitness/art-20045626">http://www.mayoclinic.org/healthy-living/fitness/in-depth/fitness/art-20045626</a> (Environmental Safety Considerations) <a href="http://www.medicaldaily.com/summer-safety-8-outdoor-fitness-training-tips-help-you-keep-cool-246908">http://www.medicaldaily.com/summer-safety-8-outdoor-fitness-training-tips-help-you-keep-cool-246908</a> (Environmental Safety Considerations)	
<b>Student Resources:</b>	<a href="http://kidshealth.org/teen/food_fitness/exercise/sport_safety.html">http://kidshealth.org/teen/food_fitness/exercise/sport_safety.html</a> (Kids Health Web Page)	
<b>Assessment:</b>	Students will research and select a safety procedure to be used for each component of physical fitness (cardiovascular, flexibility, muscular strength, muscular endurance, body composition). Students will work with a peer to demonstrate one developed safety procedure.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	The teacher may provide reduced choices of selected safety protocols	Students may work with a peer

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<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Appropriate safety procedures for exercise</li> <li>• Appropriate equipment procedures</li> <li>• Safety hazards</li> <li>• Level of fitness</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Use appropriate safety procedures/equipment</li> <li>• Identify safety hazards</li> <li>• Adjust activity levels</li> </ul>	
<b>Critical Language:</b>	Safety, dehydration, environment, technique, exercise selection, warm up, cool down, dynamic stretch, static stretch	

<b>Learning Experience # 6</b>		
The teacher may provide examples of various fitness plans/programs (e.g. Cross fit, Orange Theory, P 90X) so students can begin to compare and contrast the claims, quality and structure of different fitness plans.		
<b>Generalization Connection(s):</b>	Planning, evaluation and effective time management create the basis for the development of quality fitness plan	
<b>Teacher Resources:</b>	<a href="http://wellness.ucr.edu/Creating%20Your%20Fitness%20Plan.pdf">http://wellness.ucr.edu/Creating%20Your%20Fitness%20Plan.pdf</a> (Fitness plan development) <a href="http://www.docstoc.com/docs/46757799/MY-PERSONAL-PHYSICAL-FITNESS-PLAN">http://www.docstoc.com/docs/46757799/MY-PERSONAL-PHYSICAL-FITNESS-PLAN</a> (Exercise planner) <a href="http://www.myfitnesspal.com">www.myfitnesspal.com</a> (Training/diet log) <a href="http://home.trainingpeaks.com/">http://home.trainingpeaks.com/</a> (Fitness log) <a href="http://www.mapmyfitness.com/">http://www.mapmyfitness.com/</a> (Fitness log evaluator)	
<b>Student Resources:</b>	<a href="http://beta.webmd.com/fitness-exercise/features/the-p90x-system">http://beta.webmd.com/fitness-exercise/features/the-p90x-system</a> (Describes the P90X program and how it works) <a href="http://www.orangetheoryfitness.com">www.orangetheoryfitness.com</a> (Home website for the company) <a href="http://www.crossfit.com">www.crossfit.com</a> (Home website for cross fit)	
<b>Assessment:</b>	Students will work with a partner to select a fitness program and demonstrate exercises, to the class, that highlight one strength, and one weakness of the program.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	Teacher may limit the choices of programs for students to choose	Students may work independently Students may present to teacher vs. entire class Students may use a video or YouTube example of the exercise program vs. demonstrating it themselves

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<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	Students may research and design their own personal fitness plan and defend their choice by comparing and contrasting the teacher's options
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Community resources/programs available for fitness</li> <li>• Technology available for fitness</li> <li>• Components of a fitness program</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Participate with others</li> <li>• Analyze fitness data/programs</li> <li>• Use of technology and community resources available for fitness.</li> </ul>	
<b>Critical Language:</b>	Fitness, consumer choices, implement, participation, community resources, fitness plan, fitness resources, pedometer, heart rate monitor	

<b>Learning Experience # 7</b>		
The teacher may introduce the components of the FITT principle (frequency, intensity, time, type) so students can begin to determine ways to incorporate the principles into physical fitness activities.		
<b>Generalization Connection(s):</b>	Planning, evaluation and effective time management create the basis for the development of a quality fitness plan	
<b>Teacher Resources:</b>	<a href="http://growingyoungmovers.com/+pub/document/planning/movingahead.pdf">http://growingyoungmovers.com/+pub/document/planning/movingahead.pdf</a> (Comprehensive look at FITT, health related components, etc.) <a href="http://www.sport-fitness-advisor.com/fitt-principle.html">http://www.sport-fitness-advisor.com/fitt-principle.html</a> (For teachers, overview) <a href="http://www.virtualfitnessplans.com/2007/08/be-creative-use-fitt-to-your-advantage.html">http://www.virtualfitnessplans.com/2007/08/be-creative-use-fitt-to-your-advantage.html</a> (Overview of fitness plans)	
<b>Student Resources:</b>	<a href="http://www.virtualfitnessplans.com/2007/08/be-creative-use-fitt-to-your-advantage.html">http://www.virtualfitnessplans.com/2007/08/be-creative-use-fitt-to-your-advantage.html</a> (Overview of fitness plans)	
<b>Assessment:</b>	Students will be divided into teams and participate in a relay by selecting (team specific) cards labeled with various FITT component activities. The cards must be retrieved and placed in the proper FITT category on the word wall.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	Students may use a group of cards without participating in the relay activity and will place the card in the appropriate FITT category
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Current fitness level</li> <li>• Appropriate behavior expectations</li> <li>• FITT principle</li> </ul>	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Adjust activity levels</li> <li>• Participate with others</li> <li>• Demonstrate appropriate/responsible/empathetic behavior</li> <li>• Analyzing exercises in relationship to the FITT principle</li> </ul>
<b>Critical Language:</b>	Fitness, participation, FITT principle, moderate to vigorous

**Learning Experience # 8**

The teacher may define responsibility and integrity and how these concepts relate to the development and achievement of personal goals so students can evaluate if their goals that will allow for success in their own fitness plan.

<b>Generalization Connection(s):</b>	Planning, evaluation and effective time management create the basis for the development of a quality fitness plan	
<b>Teacher Resources:</b>	<a href="http://www.myfitnesspal.com">www.myfitnesspal.com</a> (Fitness/training log/training journal) <a href="http://www.mapmyfitness.com/">http://www.mapmyfitness.com/</a> (Fitness/training log/training journal) <a href="http://sdavid01.edublogs.org/2010/11/22/fitness-journal-entry-one-student-sample/">http://sdavid01.edublogs.org/2010/11/22/fitness-journal-entry-one-student-sample/</a> (Sample free writing journal entry)	
<b>Student Resources:</b>	<a href="http://www.myfitnesspal.com">www.myfitnesspal.com</a> (Fitness/training log/training journal) <a href="http://www.mapmyfitness.com/">http://www.mapmyfitness.com/</a> (Fitness/training log/training journal) <a href="http://sdavid01.edublogs.org/2010/11/22/fitness-journal-entry-one-student-sample/">http://sdavid01.edublogs.org/2010/11/22/fitness-journal-entry-one-student-sample/</a> (Sample free writing journal entry)	
<b>Assessment:</b>	Students will develop 3 training guidelines they will measure throughout their fitness program (e.g. time commitment, self-discipline, accountability) in order to maintain personal integrity (e.g. journal entry, training log).	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	Students may be paired with a peer and model training behaviors (e.g. committed workout time, self-discipline, accountability) Students may develop less than 3 training guidelines
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	The teacher may provide the Colorado 21st Century Skill set so students can apply those concepts to their fitness plans.	Students may connect concepts of responsibility and integrity character traits in their fitness plan to how they connect with current and future goal setting in their personal lives
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Definition and examples of responsibility</li> <li>• Definition and examples of integrity</li> <li>• Guidelines for a fitness plan</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Set fitness goals</li> <li>• Create a fitness plan</li> <li>• Demonstrate appropriate/responsibility/empathetic behavior</li> </ul>	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Critical Language:</b>	Fitness, develop, achieve, fitness plan, physical activity log
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<b>Learning Experience # 9</b>		
The teacher may review important elements to be considered for the development of a training plan so students can design their own peer led fitness program.		
<b>Generalization Connection(s):</b>	Productive members of team or group activity display a combination of personal integrity and social responsibility Planning, evaluation and effective time management create the basis for the development of a quality fitness plan	
<b>Teacher Resources:</b>	<a href="https://www.youtube.com/watch?v=z3kFdeD5bIM">https://www.youtube.com/watch?v=z3kFdeD5bIM</a> (Examples of different stations for camps)	
<b>Student Resources:</b>	<a href="https://www.youtube.com/watch?v=kTJ5b0RkKX8">https://www.youtube.com/watch?v=kTJ5b0RkKX8</a> (Ideas for stations for circuit training) <a href="https://www.youtube.com/watch?v=d2mm_GZ_Y9E">https://www.youtube.com/watch?v=d2mm_GZ_Y9E</a> (Examples of different stations for camps)	
<b>Assessment:</b>	Students will design a training program (e.g. FITT Camp) consisting of fitness activities, safety considerations for each activity, and the FITT principle. Students will participate in another student's FITT Camp and provide feedback on the overall experience.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	Students may design a training program individually Student may present their training program individually to the teacher
<b>Extensions for depth and complexity:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	N/A	Students may present their training program in a video or power point artifact Students may present this program to private fitness clubs or community recreation centers Students may run the FITT camp for a staff/parent/community event
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Goal setting guidelines</li> <li>• Fitness programs/plans</li> <li>• Time management skills</li> <li>• Modified level for individual exercises</li> <li>• Responsible, appropriate, and empathetic behavior</li> <li>• Safety procedures</li> <li>• Safe equipment use and availability</li> <li>• Available technology and community resources</li> <li>• Facility awareness and safety hazards</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Set goals</li> <li>• Create a plan</li> </ul>	

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	<ul style="list-style-type: none"><li>• Manage Time</li><li>• Adjust activity levels</li><li>• Participate with others</li><li>• Demonstrate appropriate/responsible/empathetic behavior</li><li>• Use appropriate safety procedures/equipment</li><li>• Uses of technology and community resources available for fitness</li><li>• Identify safety hazards</li></ul>
<b>Critical Language:</b>	Fitness, consumer choice, goal setting, develop, implement, achieve, monitor, participation, community resources, time management, physical activity, fitness plan, health-related fitness components, fitness resources, fitness equipment, moderate to vigorous, FITT principle