| [◄ Jul 2025](#July_2025) | | **August 2025 Mullins Personal Fitness** | | | | | [Sep 2025 ►](#September_2025" \o "Jump to Sep 2025) |
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| Activation  Focus  Guided  Collab  Independent  Closing | |  |  |  |  | 1 | 2 |
| 3 | | 4 | 5 **Unit 0**  Welcome & Class Overview “First Impressions Matter”  - Warm welcome & greetings. - Icebreaker activity: “Fit or Fact Cap?” You need 8 glasses of water a day Stretching before workouts prevents all injuries Lifting weights makes you Walking is just as healthy as running for many people Sleep affects your mental and physical health You can target belly fat with crunches You should eat breakfast every day  - Overview of syllabus - Class procedures & routines walk-through  Exit Ticket: One word to describe how you feel about your overall Health | 6 **Unit 0**  Syllabus review and quiz Intro to Health & Wellness  “What Does Being Healthy Mean?”  Define “wellness” in your own words.  Class discussion on the 6 Dimensions of Wellness.  "Wellness Walk" Icebreaker: 6 Dimensions of You  Objective: Introduce students to the 6 Dimensions of Wellness (Physical, Emotional, Social, Intellectual, Spiritual, Environmental) and help them connect personally to each one. Which area do you feel strongest in right now? Which one do you want to grow in this year? Which one helps you feel like your best self? If you're stressed, which area helps you cope? Which one do you think most teens ignore? Which one would surprise people that it’s part of wellness?  Which wellness area do you want to focus on this year, and why?” | 7 **Unit 0**  Creating a Safe Space “We All Belong Here”  - Respect Agreement: What does a safe classroom look/feel/sound like? Create a three-column chart on the board or chart paper labeled:  Looks Like Feels Like Sounds Like –  Scenario role-play: Handling conflict respectfully. Give each group a realistic scenario and ask them to act out:  1. A negative version (how not to respond)  2. A positive version (how to resolve it respectfully)  Quick Write: “I feel safe in a classroom when… | 8 **Unit 0**  Expectations & Tools for Success  “Let’s Get On the Same Page”  - Reinforce class structure and student accountability.  - Ensure everyone is equipped and ready to succeed.  “One commitment I’m making to show up as my best self this year is…  ” Prompt: “One commitment I’m making to show up as my best self this year is…” Instructions: Write a paragraph (5–7 sentences) reflecting on the commitment you’re making to yourself and this class. Think about how this choice will help you grow, contribute to a respectful environment, or stay focused on your goals. Challenge:  End with a power statement that starts with: “This year, I choose to…” Example: "This year, I choose to stay focused, be kind, and never give up on myself." | 9 |
| 10  Students will recognize the location of the 14 major muscle groups and movement related to those muscles  Students will discuss Components of Fitness: recognize 5 Health Related Components of Fitness  Students will recognize exercises and activities that can be enjoyed for a lifetime.  Students will ultimately be able to develop a Personal Fitness Routine that they can adapt to their personal lives as they age. | | 11 **Unit 1**  **Warm-Up – Dynamic stretches: arm circles, high knees, lunges etc**  **Mini-Lecture & Diagram Work –14 major muscle groups (quadriceps, hamstrings, glutes, calves, abdominals, obliques, pectorals, trapezius, latissimus dorsi, deltoids, biceps, triceps, forearms, erector spinae). Student will go over a blank muscle diagram.**  **Movement Connection Activity (15 min) – Students rotate through stations (bodyweight squats, push-ups, planks, bicep curls, calf raises, rows, etc.) and identify the primary muscle group worked.**  **Exit Ticket (5 min) – Write down 3 muscle groups and an exercise for each.** | 12 **Unit 1**  **Warm-Up – Light jog & dynamic stretches.**  **Students will identify and define the 5 Health-Related Components of Fitness and connect them to lifelong health.**  **-Cardiovascular Endurance**  **-Muscular Strength**  **-Muscular Endurance**  **-Flexibility**  **-Body Composition**  **Application Stations**   * **Jump rope or running (Cardiovascular Endurance)** * **Push-ups (Muscular Strength)** * **Plank hold (Muscular Endurance)** * **Sit-and-reach (Flexibility)** * **Body composition activity (discussion/demo with BMI or body fat charts)**   **Reflection – Students write/discuss which component they feel strongest in and which they want to improve.** | 13 **Unit 1**  **Students will demonstrate knowledge of muscle groups, fitness components.**  **Muscle Group Quiz– Label diagram**  **Building a Personal Fitness Plan: Objective: Students will learn how to create a balanced fitness routine that incorporates all 5 Health-Related Components.**  **Activities:Warm-Up Dynamic mobility drills.**  **Teacher Demo Show a sample weekly plan that balances cardio, strength, flexibility, and rest.**  **Guided Planning: Students start drafting their own Personal Fitness Routine considering:**  **3–5 days/week activity**  **5 Health Components included**  **Variety of exercises they enjoy**  **Adjustments for future age/ability**  **Closing : Peer Feedback Share drafts with a partner for suggestions.**  **How they will adapt their plan over time**  **Closing Reflection: One way I will commit to staying active for life is…”** | 14 **Unit 1**  **Building a Personal Fitness Plan continued**  **Objective: Students will learn how to create a balanced fitness routine that incorporates all 5 Health-Related Components.**  **Activities:Warm-Up Dynamic mobility drills.**  **Teacher Demo Show a sample weekly plan that balances cardio, strength, flexibility, and rest.**  **Guided Planning: Students start drafting their own Personal Fitness Routine considering:**  **3–5 days/week activity**  **5 Health Components included**  **Variety of exercises they enjoy**  **Adjustments for future age/ability**  **Closing :Peer Feedback Share drafts with a partner for suggestions.** | 15 **Unit 1**  **Students will recognize exercises and activities that can be enjoyed for a lifetime.**  **Warm-Up– Partner stretching & light cardio.**  **Brainstorm Session List lifetime activities (swimming, walking, yoga, cycling, hiking, dance, resistance training, golf, tennis, etc.).**  **Activity Circuit– Rotate through stations for 2 minutes each (e.g., yoga, mini cardio, body weight workouts, balance drills).**  **Class Discussion – Which activities would you still want to do at age 60? Why?** | 16 |
| 17 | 18 **Unit 1**  **Objective: Students will define personal fitness and explore why goal setting is important.**   * **Warm-Up (5–10 mins): Light jog + dynamic stretches.** * **Classroom/Discussion (15–20 mins):**   **What is personal fitness?**  **Discuss *short-term vs long-term goals*.**  **Introduce SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound).**   * **Activity (15 mins): Students brainstorm 3 fitness areas they want to improve (ex: strength, endurance, flexibility, overall health).** * **Exit Task: Write a definition of personal fitness in their own words.** | | 19 **Unit 1**  **Objective: Students will learn about and assess the 5 health-related components of fitness.**   * **Warm-Up (5 mins): Jumping jacks, bodyweight squats, push-ups.** * **Mini-Lesson (10–15 mins): Introduce the 5 Components of Fitness:**   1. **Cardiovascular Endurance**   2. **Muscular Strength**   3. **Muscular Endurance**   4. **Flexibility**   5. **Body Composition** * **Activity (20–25 mins): Fitness Stations (students rotate through simple assessments):**   **1-minute push-ups (muscular endurance)**  **Plank hold (core endurance)**  **Sit-and-reach (flexibility)**  **1-minute squats (lower body endurance)**  **3-minute step test (cardio endurance)**   * **Reflection (5 mins): Students record results in their fitness journal.** | 20 **Unit 1**  **Objective: Students will analyze their fitness assessment results and create SMART fitness goals.**   * **Warm-Up (5 mins): Walk/jog laps.** * **Activity (15 mins): Teacher models how to turn an assessment result into a SMART goal. Example: “I held a plank for 45 seconds. My goal is to hold it for 2 minutes within 6 weeks.”** * **Student Task (20 mins):**   **Compare their results to baseline fitness standards.**  **Choose *2 SMART goals* (ex: cardio + strength, or flexibility + endurance).**   * **Pair-Share (10 mins): Students share their goals with a partner for feedback.** * **Exit Task: Finalize 2 SMART goals in their fitness journal.** | 21 **Unit 1**  **Objective: Students will create a simple workout plan aligned with their goals.**   * **Warm-Up (5 mins): Partner stretch.** * **Mini-Lesson (10 mins): FITT Principle (Frequency, Intensity, Time, Type) and how it applies to training.** * **Activity (25–30 mins): Students draft their Personal Fitness Plan:**   **Goal #1 → exercises/activities to reach it**  **Goal #2 → exercises/activities to reach it**  **FITT details for each**   * **Peer Review (10 mins): Students exchange plans and give feedback.** * **Exit Task: Submit draft fitness plan for teacher check** | 22 **Unit 1**  **Objective: Students will present their goals and plans, reflect on progress, and commit to action.**   * **Warm-Up (5 mins): Student-led group stretch.** * **Activity (25–30 mins):**   **Students create a short (2–3 min) presentation or poster summarizing:**  **Their 2 SMART goals**  **Their fitness plan**  **Why these goals matter to them**  **Small group presentations.**   * **Class Reflection (10 mins): Discuss:**   **What did you learn about your current fitness?**  **What challenges might you face in achieving your goals?**  **How will you stay accountable?**   * **Exit Task: Write a commitment statement: *“Over the next 6 weeks, I will commit to…”*** | 23 |
| 24 | | 25 **Unit 1** | 26 **Unit 1** | 27 **Unit 1** | 28 **Unit 1** | 29 **Unit 1** | 30 |
| 31 | | Standards: **PEPF.1., PEPF.1.a, PEPF.1.b, PEPF.1.c** | | | | | |

| [◄ Aug 2025](#August_2025) | **September 2025** | | | | | [Oct 2025 ►](#October_2025" \o "Jump to Oct 2025) |
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| Activation  Focus  Guided  Collab  Independent  Closing | 1  Labor Day  **Unit 1** | 2 **Unit 1** | 3 **Unit 1** | 4  Collab Planning  Focus: Overload & Progression Assessment  **Unit 1** | 5  **Unit 1** | 6 |
| 7  Learning Target  Success Criteria  Fitness Assessments  Unit 2:  SMART goals & fitness plan  -Overload & Progression Principle  -Free Weight Exercises  -Focus on increasing strength | 8  **Unit 2** | 9  **Unit 2** | 10  **Unit 2** | 11  Collab Planning  Focus: Personal Fitness Plan & charting progress  **Unit 2** | 12  **Fall Semester Progress Report #1**  **Unit 2** | 13 |
| 14  Learning Target  Success Criteria  Personal Fitness Plan & chart data/progress  Portfolio Progress | 15  **Unit 2** | 16  **Unit 2** | 17  **Unit 2** | 18  Collab Planning  Focus: DAP Unit 2  **Unit 2** | 19  **Unit 2** | 20 |
| 21  Learning Target  Success Criteria  Personal Fitness Plan  Portfolio progress check | 22  **Unit 2** | 23  **Unit 2** | 24  **Unit 2** | 25  Collab Planning  Focus: Reflection  **Unit 2** | 26  **Unit 2** | 27 |
| 28  **Unit 3: start**  Learning Target  Demonstrate proper biomechanics for use of free weights & resistant machines  Success Criteria  Update Fitness Plans | 29  **Unit 3** | 30  **Unit 3** | Standards: Unit 2: PEWT.1 (a,b,c): PEWT.2. (e,h,i): PEWT 3 (d,g,k,l), PEWT 4 (a,b,c,d) PEWT. 5 (a, b) | | | |

| [◄ Sep 2025](#September_2025) | **October 2025** | | | | | [Nov 2025 ►](#November_2025" \o "Jump to Nov 2025) |
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| Activation  Focus  Guided  Collab  Independent  Closing |  |  | 1  **Unit 3** | 2  Collab Planning  Focus: Fitness Assessments, Reflection, Goal analysis & Next Steps  **Unit 3** | 3  **Unit 3** | 4 |
| 5  Learning Target  Success Criteria  Max, Burnout, | 6  **Unit 3** | 7  **Unit 3** | 8  **Unit 3** | 9  Student Holiday/Professional Learning Day  **Unit 3** | 10  PowerUp Asynchronous Learning Day  **Unit 3** | 11 |
| 12  Learning Target  Success Criteria  Improve Strength & Endurance  (upper & lower body)  Portfolio work & checks | 13  Student/Teacher Fall Break  **Unit 3** | 14  Student/Teacher Fall Break  **Unit 3** | 15  **Unit 3** | 16  Collab Planning  Focus: Longevity Assessment  **Unit 3** | 17  **Unit 3** | 18 |
| 19  Learning Target  Success Criteria  Unit 4: start  -Relationship between physical activity & longevity  -Revamp individualized fitness goal & fitness plan include cardio based strength training | 20  **Unit 4** | 21  **Unit 4** | 22  **Unit 4** | 23  Collab Planning  Focus: DAP Unit 3  **Unit 4** | 24  **Unit 4** | 25 |
| 26  Learning Target  Success Criteria  Lift for enjoyment & Personal fitness plan implementation | 27  **Unit 4** | 28  **Unit 4** | 29  **Unit 4** | 30  Collab Planning  Focus: Portfolio  **Unit 4** | 31  **Fall Semester Progress Report #2**  **Unit 4** | Standards: Unit 3 PEWT.1 (a,b,c): PEWT.2. (e,h,i): PEWT 3 (d,g,k,l), PEWT 4 (a,b,c,d) PEWT. 5 (a, b) |

| [◄ Oct 2025](#October_2025) | **November 2025** | | | | | [Dec 2025 ►](#December_2025" \o "Jump to Dec 2025) |
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| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
| Activation  Focus  Guided  Collab  Independent  Closing |  |  |  |  |  | 1 |
| 2  Learning Target  Success Criteria  Light lift & cardio  Portfolio work with coach | 3  **Unit 4** | 4  **Unit 4** | 5  **Unit 4** | 6  Collab Planning  Focus: Portfolio  **Unit 4** | 7  **Unit 4** | 8 |
| 9  Learning Target  Success Criteria  Light lift & cardio, Portfolio work with coach | 10  **Unit 4** | 11  Veterans Day Holiday  **Unit 4** | 12  **Unit 4** | 13  Fitness Concepts & Personal Training Log Portfolio  DUE  Collab Planning  Focus: Makeups  **Unit 4** | 14  **Unit 4** | 15 |
| 16  Learning Target  Success Criteria  Fitnessgram-POST | 17  **Unit 4** | 18  **Unit 4** | 19  **Unit 4** | 20  Collab Planning  Focus: DAP Unit 4  **Unit 4** | 21  **Unit 4** | 22 |
| 23  Learning Target  Success Criteria | 24  Thanksgiving | 25  Thanksgiving | 26  Thanksgiving | 27  Thanksgiving | 28  Thanksgiving | 29 |
| 30 | Standards: Unit 4 : PEWT.1 (a,b,c): PEWT.2. (e,h,i): PEWT 3 (d,g,k,l), PEWT 4 (a,b,c,d) PEWT. 5 (a, b) | | | | | |

| [◄ Nov 2025](#November_2025) | **December 2025** | | | | | [Jan 2026 ►](https://www.wincalendar.com/Holiday-Calendar/January-2026" \o "January 2026) |
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| Activation  Focus  Guided  Collab  Independent  Closing  Learning Target  Success Criteria  Makeups | 1  **Unit 0** | 2  **Unit 0** | 3  **Unit 0** | 4  Collab Planning  Focus: Student Data  **Unit 0** | 5  **Unit 0** | 6 |
| 7  Independent weight training for extra credit & makeups | 8  **Unit 0** | 9  **Unit 0** | 10  **Unit 0** | 11  Collab Planning  Focus: Exams  **Unit 0** | 12  **Unit 0** | 13 |
| 14 | 15  Semester Exams | 16  Semester Exams | 17  Semester Exams | 18  **Semester Exams** | 19  Semester Exams  Early Release | 20 |
| 21 | 22  Christmas Break | 23  Christmas Break | 24  Christmas Break | 25  Christmas Break | 26  Christmas Break | 27 |
| 28 | 29  Christmas Break | 30  Christmas Break | 31  Christmas Break |  | | |