



# Physical Education (9-12) – Personal Fitness (36.05100) Curriculum Map

Teachers should adhere to the curriculum map to ensure completion of all units of study during the semester/year

## High School Elective - Semester (18-Week) Course

### Course Overview:

This course introduces instruction in methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; includes instruction in fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information; and promotes self-awareness and responsibility for fitness. Using the **Focused Fitness Five for Life Advanced Curriculum** as a guiding resource, students will explore fitness principles, apply conditioning techniques, and develop personalized fitness plans to promote lifelong health.

Enduring Understandings	Essential Questions
<ol style="list-style-type: none"><li>1. Lifelong fitness is developed through knowledge, intentional practice, and personal responsibility.</li><li>2. Understanding and applying fitness principles empowers individuals to improve and maintain their physical health.</li><li>3. Personal fitness plans based on self-assessment promote goal setting, accountability, and meaningful progress.</li><li>4. A balanced approach to physical activity, nutrition, stress management, and healthy decision-making enhances overall wellness.</li><li>5. Informed health and fitness choices contribute to long-term quality of life and disease prevention.</li></ol>	<ul style="list-style-type: none"><li>▪ What does it mean to be physically fit, and how can you maintain fitness for life?</li><li>▪ How can applying the principles of fitness training improve your health outcomes?</li><li>▪ Why is self-assessment important in developing a personal fitness plan?</li><li>▪ How do nutrition, stress management, and healthy habits support physical fitness and wellness?</li><li>▪ What strategies help people stay committed to an active lifestyle in a fast-paced, ever-changing world?</li></ul>

### Course Pacing Calendar Overview (18 Weeks)

Week	Fall Semester	Spring Semester	Unit Focus
1	Aug 5 – 8	Jan 6 – 9	Unit 0: Expectations for Success
2–3	Aug 11 – 21	Jan 12 – 26	Unit 1: Intro to Personal Fitness (Orientation, Goal Setting, Baselines)
	Aug 22	Jan 27	Assess & Reflect (Unit 1 Wrap-Up)
4–6	Aug 25 – Sept 8	Jan 28 – Feb 10	Unit 2: Becoming Physically Active
6	Sept 9 – 10	Feb 11–12	Assess & Reflect (Unit 2 Wrap-Up)
7–9	Sept 11 – 26	Feb 17 – 27	Unit 3: Building Your Fitness Level
	Sept 29 – 30	Sept 29 – 30	Assess & Reflect (Unit 3 Wrap-Up)
10 – 11	Oct 1 – 17	Mar 2 – 13	Unit 4: First Aid & CPR/AED Safety
	Oct 20 – 21	Mar 16 – 17	Assess & Reflect (Unit 4 Wrap-Up)
12–13	Oct 22 – Nov 4	Mar 18 – 31	Unit 5: Physical Activity Pyramid – Jump Rope and Dance
13	Nov 5	Apr 1 – 2	Assess & Reflect (Unit 5 Wrap-Up – Jump Rope & Goal Refinement)
14–15	Nov 6 – 19	Apr 3 – 21	Unit 6: Healthy Lifestyle Choices
15	Nov 20 – 21	May 1 – 4	Assess & Reflect (Unit 6 Wrap-Up & PF Planning Prep)
16–17	Dec 1 – 12	May 5 – 15	Unit 7: Personal Fitness Planning & Final Assessments
18	Dec 15 – 18	May 18 – 22	Review & Final Assessment (EOC)



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Unit 0: Expectations for Success	Unit 1: Introduction to Personal Fitness (Weeks 2–3)	Assess and Reflect	Unit 2: Becoming Physically Active (Weeks 4–6)
<b>Unit 1 Pre-Assessment</b>	<b>Standards</b> PEPF.1, PEPF.3, PEPF.4 <i>Course Schedule:</i> <b>3 days/week:</b> Physical Activity Sessions <b>2 days/week:</b> Classroom-Based Instruction	<b>Unit 2 Pre-Assessment</b>	<b>Standards</b> PEPF.1, PEPF.2, PEPF.3, PEPF.4, PEPF.5 <i>Course Schedule:</i> <b>3 days/week:</b> Physical Activity Sessions <b>2 days/week:</b> Classroom-Based Instruction
<b>(4 Days) Aug 5 – 8</b>	<b>(2 Weeks) Aug 11 – 21</b>	<b>(1 Day) Aug 22</b>	<b>(3 Weeks) Aug 25 – Sept 8</b>
<b>Core Concepts</b> <ul style="list-style-type: none"> <li>Class Procedures</li> <li>Tools for Success</li> <li>Intro to Health and Wellness</li> <li>Creating a Safe Space</li> <li>Getting to Know You Activities</li> </ul> <b>Key Concepts:</b> <ul style="list-style-type: none"> <li>Setting body composition and fitness goals</li> <li>Baseline fitness and posture assessments</li> <li>Introduction to warm-up /cool-down routines</li> </ul>	<b>Focus:</b> Fitness Assessments, Goal Setting, Baselines <b>Essential Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Identify course expectations, components of fitness, and safety protocols.</li> <li>Set SMART personal fitness goals and begin a fitness journal.</li> <li>Demonstrate understanding of baseline fitness through pre-assessments.</li> </ul> <b>Core Concepts:</b> <ul style="list-style-type: none"> <li>Orientation to course structure, expectations, and routines</li> <li>Introduction to personal fitness and health-related fitness components</li> <li>Fitness pre-assessments and baseline data collection</li> <li>Goal setting and journaling</li> <li>Creating a safe and supportive fitness environment</li> </ul> <b>Five for Life Chapter Alignment</b> <b>Chapter 1</b> – Fitness Assessment <b>Chapter 2</b> – Goal Setting <b>Physical Activity Days</b> <ul style="list-style-type: none"> <li>Team-building games and routines</li> <li>Fitness stations: introductory movement, balance, flexibility</li> <li>FIT Georgia Pre-Assessments (as appropriate)</li> </ul> <b>Classroom Days</b> <ul style="list-style-type: none"> <li>Course overview and expectations</li> <li>Introduction to health-related fitness components</li> <li>SMART goal setting and journaling intro</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>Course overview and expectations</li> <li>Introduction to health-related fitness components</li> <li>SMART goal setting and journaling intro</li> </ul>	<b>FITGeorgia Pre-Test</b> (BMI - HT/WT); Strength and Muscular Endurance <b>Fitness Plan/Portfolio</b>	<b>Essential Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Describe and differentiate the components of health- and skill-related fitness.</li> <li>Explain the influence of risk factors on physical activity habits.</li> <li>Demonstrate proper technique in self-assessed fitness activities.</li> </ul> <b>Core Concepts:</b> <ul style="list-style-type: none"> <li>Introduction to the 5 Components of Health- and Skill-Related Fitness</li> <li>Controllable vs. Uncontrollable Risk Factors</li> <li>Benefits of Physical Activity (physical, psychological, emotional)</li> <li>Muscle groups and movement patterns</li> <li>Understanding and practicing self-assessment</li> </ul> <b>Five for Life Chapter Alignment</b> <b>Chapter 1</b> – Fitness Assessments <b>Chapter 4</b> – Muscular Endurance <b>Chapter 6</b> – Muscle Groups & Movement Patterns <b>Physical Activity Days</b> <ul style="list-style-type: none"> <li>OPEN Creative Mode Fitness Challenges</li> <li><b>FIT GEORGIA</b> Pre-Assessments: Strength, Endurance, Flexibility</li> <li>Self-Assessment Fitness Circuits</li> </ul> <b>Classroom Days</b> <ul style="list-style-type: none"> <li>Introduction to the Components of Fitness</li> <li>“Why Exercise?” Reflective Essay</li> <li>Risk Factors and Benefits of Physical Activity</li> <li>SMART Goal Setting Introduction</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>Participation and effort logs</li> <li>“Why Exercise” essay</li> <li>Self-assessment reflection</li> </ul>



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Assess and Reflect	Unit 3: Building Your Fitness Level (Weeks 7–9)	Assess and Reflect	Unit 4: First Aid & CPR/AED Safety (Week 10-11)
Unit 2 Wrap-Up Post-Assessment	<b>Standards</b> PEPF.1, PEPF.2, PEPF.3, PEPF.4, PEPF.5	Unit 3 Post-Assessment	<b>Standards</b> PEPF.1, PEPF.4
Unit 3 Pre-Assessment	<b>Course Schedule:</b> <i>3 days/week: Physical Activity Sessions</i> <i>2 days/week: Classroom-Based Instruction</i>	Unit 4 Pre-Assessment	<b>Course Schedule:</b> <i>3 days/week: CPR/AED Skills Practice</i> <i>2 days/week: CPR/AED and First Aid Instruction</i>
(2 Days) Sept 9 -10	(3 Weeks) Sept 11 – 26	(2 Day) Sept 29-30	(2 Weeks) Oct 1 – 17
FITGeorgia Pre-Test  Fitness Plan/Portfolio	<b>Essential Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Apply the FITT principle to cardiovascular and strength-based activities.</li> <li>Calculate and monitor personal heart rate zones.</li> <li>Evaluate and adjust goals based on progress and physical response.</li> </ul> <b>Core Concepts:</b> <ul style="list-style-type: none"> <li>Introduction to the FITT Principle</li> <li>Heart Rate Zones and Target Heart Rate Calculations</li> <li>Moderate to Vigorous Physical Activity (MVPA)</li> <li>Aerobic vs. Anaerobic Activity</li> <li>Self-Management Skills for Long-Term Fitness</li> </ul> <b>Five for Life Chapter Alignment</b> <p><b>Chapter 2</b> – Cardiovascular Fitness  <b>Chapter 3</b> – FITT Principle  <b>Chapter 5</b> – Energy Systems</p> <b>Physical Activity Days</b> <ul style="list-style-type: none"> <li>Power Walking, Aerobic Circuits, Dance</li> <li>Pedometer or <b>MOVBand</b> Tracking</li> <li><b>FIT GEORGIA</b> Post-Assessment: Cardio and Muscular Endurance</li> </ul> <b>Classroom Days</b> <ul style="list-style-type: none"> <li>Calculate RHR, MHR, and THR</li> <li>FITT Principle and MVPA Concepts</li> <li>Energy System Overview</li> <li>Goal Progress Reflection and Journaling</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>Target Heart Rate zone log</li> <li>Fitness goal update and journal entry</li> <li>Quiz on FITT and heart rate concepts</li> </ul>	Assessment Remediation Enrichment	<b>Essential Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Identify the steps in performing CPR for infants, children, and adults.</li> <li>Demonstrate how to properly use an AED.</li> <li>Explain the importance of early response in emergency situations.</li> </ul> <b>Core Concepts:</b> <ul style="list-style-type: none"> <li>Role of CPR in the chain of survival</li> <li>Steps of one- and two-rescuer adult/child/infant CPR</li> <li>AED use and early defibrillation</li> <li>First aid basics for common physical activity injuries</li> </ul> <b>Five for Life Chapter Alignment</b> <ul style="list-style-type: none"> <li>Supplemental: CPR/First Aid kit resources, not included in core textbook</li> </ul> <b>Schedule:</b> <p><b>3 days/week:</b> CPR/AED Skills Practice  <b>2 days/week:</b> CPR/AED and First Aid Instruction</p> <b>Physical Activity Days</b> <ul style="list-style-type: none"> <li>Hands-on CPR compressions practice (mannequins)</li> <li>AED device simulations</li> <li>Role-playing emergency scenarios</li> </ul> <b>Classroom Days</b> <ul style="list-style-type: none"> <li>Emergency response sequence of survival</li> <li>Legal and ethical responsibilities during CPR/First Aid</li> <li>Review of AED operation and First Aid scenarios</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>CPR skills check demonstration</li> <li>AED usage quiz or worksheet</li> <li>Group scenario role-play and peer evaluation</li> </ul>



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Assess and Reflect	Unit 5: Physical Activity Pyramid – Jump Rope & Dance (Weeks 12–13)	Assess and Reflect	Unit 6: Healthy Lifestyle Choices (Weeks 14–15)
Unit 4 Post-Assessment	<b>Standards</b> PEPF.1, PEPF.2, PEPF.3, PEPF.4, PEPF.5	Unit 5 Wrap-Up Post-Assessment	<b>Standards</b> PEPF.3, PEPF.4, PEPF.5
Unit 5 Pre-Assessment	<b>Schedule:</b> <b>3 days/week:</b> <i>FIT GEORGIA</i> testing, jump rope skills, dance routines <b>2 days/week:</b> Fitness planning, reflection, and instruction	<b>Schedule:</b> <b>3 days/week:</b> Yoga, walking, or student-led wellness sessions <b>2 days/week:</b> Stress management, health behavior tracking, and planning	
(2 Days) Oct 20 – 21	(2 Weeks) Oct 22 – Nov 4	(1 Day) Nov 5	(2 Weeks) Nov 6 – 19
	<b>Essential Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Perform and refine rhythmic movement patterns with proper form.</li> <li>Interpret and respond to fitness assessment data.</li> <li>Modify fitness plans using feedback and personal performance trends.</li> </ul> <b>Core Concepts:</b> <ul style="list-style-type: none"> <li>Using fitness assessments to evaluate and refine goals</li> <li>Rhythmic fitness and aerobic capacity through jump rope and dance</li> <li>Applying FITT and principles of overload and progression</li> </ul> <b>Five for Life Chapter Alignment</b> <p><b>Chapter 1</b> – Fitness Assessment  <b>Chapter 2</b> – Cardiovascular Fitness  <b>Chapter 3</b> – FITT Principle</p> <b>Georgia Standards of Excellence</b> <p><b>PEPF.1</b> – Demonstrates competency in rhythmic movement patterns  <b>PEPF.2</b> – Applies fitness principles to aerobic and rhythmic activity  <b>PEPF.3</b> – Uses feedback to refine performance  <b>PEPF.4</b> – Engages in activities that promote personal responsibility  <b>PEPF.5</b> – Participates in enjoyable physical activity for health and expression</p> <b>Physical Activity Days</b> <ul style="list-style-type: none"> <li><b>FIT GEORGIA</b> Assessments (Pacer, Curl-ups, Push-ups, Sit &amp; Reach)</li> <li>Jump Rope Skill Progressions and Challenges</li> <li>Introduction to aerobic dance routines</li> </ul> <b>Classroom Days</b> <ul style="list-style-type: none"> <li>Reflection on progress toward personal goals</li> <li>Review of FITT and how to adjust for plateauing</li> <li>Analyzing fitness assessment data</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>Updated fitness plan based on test results</li> <li>Dance Participation Rubric</li> <li>Written reflection on physical growth and personal experience</li> </ul>	Assessment Remediation Enrichment	<b>Essential Learning Outcomes</b> <ul style="list-style-type: none"> <li>Analyze how daily behaviors influence long-term health and wellness.</li> <li>Identify strategies to manage stress and sustain motivation.</li> <li>Develop a personal action plan to overcome fitness barriers.</li> </ul> <b>Core Concepts:</b> <ul style="list-style-type: none"> <li>Identifying and overcoming barriers to fitness and physical activity</li> <li>Lifestyle diseases and the role of prevention</li> <li>Stress management and coping strategies</li> <li>Long-term behavior changes and decision-making models</li> </ul> <b>Five for Life Chapter Alignment</b> <p><b>Chapter 10</b> – Energy Balance  <b>Chapter 11</b> – Lifestyle Choices and Behavior Change</p> <b>Georgia Standards of Excellence</b> <p><b>PEPF.3</b> – Demonstrates knowledge and skills for lifelong wellness  <b>PEPF.4</b> – Demonstrates self-management and responsible decision-making  <b>PEPF.5</b> – Recognizes value of physical activity for stress relief and quality of life</p> <b>Physical Activity Days</b> <ul style="list-style-type: none"> <li>Mind-body connection activities (yoga, flexibility flow, walking meditations)</li> <li>Small group fitness challenges related to resilience and consistency</li> </ul> <b>Classroom Days</b> <ul style="list-style-type: none"> <li>Analyze lifestyle choices and common barriers</li> <li>Journal-based reflection on personal behavior patterns</li> <li>Plan for maintaining fitness beyond the course</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>Behavior changes plan (SMART goal linked to lifestyle improvement)</li> <li>Peer discussion: What motivates sustained fitness?</li> <li>Reflection log on stress management and decision-making</li> </ul>



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Assess and Reflect	Unit 7: Personal Programs & Final Assessment (Weeks 16–18)	Assess and Reflect	Additional Embedded Resources
<b>Unit 6 Wrap-Up</b> Post-Assessment  <b>Unit 7</b> Pre-assessment	<b>Standards</b> PEPF.1, PEPF.3, PEPF.4, PEPF.5  <b>Schedule:</b> <i>3 days/week: Post-assessments, performance demonstrations, personal planning presentations</i> <i>2 days/week: Reflection, written planning, course wrap-up activities</i>	<b>Unit 7</b> Post-assessment  <b>EOC Assessment</b>	<b>Embedded Throughout the Course:</b> <ul style="list-style-type: none"> <li>▪ <b>SEL Connections:</b> Body image awareness, self-confidence, resilience</li> <li>▪ <b>Literacy Strategies:</b> Journaling, article analysis, plan writing</li> <li>▪ <b>Assessment Tools:</b> Rubrics for routines, fitness logs, reflective writing</li> </ul>
<b>(2 Days)</b> <b>Nov 20 – 21</b>	<b>(2 Weeks) Dec 1 – 12</b>	<b>(4 Day)</b> <b>Dec 15 - 18</b>	
Unit Assessment Remediation Enrichment	<b>Essential Learning Outcomes</b> <ul style="list-style-type: none"> <li>▪ Synthesize course knowledge into a comprehensive personal fitness plan.</li> <li>▪ Demonstrate progress through post-assessments and reflections.</li> <li>▪ Communicate personal fitness goals and strategies for maintenance.</li> </ul> <b>Core Concepts:</b> <ul style="list-style-type: none"> <li>▪ Review of course learning and personal fitness progress</li> <li>▪ Refining personal fitness goals and selecting sustainable strategies</li> <li>▪ Demonstrating physical competence and goal achievement</li> </ul> <b>Five for Life Chapter Alignment</b> <b>Chapter 1</b> – Fitness Assessment <b>Chapter 11</b> – Lifestyle Planning and Personal Fitness Application  <b>Georgia Standards of Excellence</b> <ul style="list-style-type: none"> <li>▪ <b>PEPF.1</b> – Demonstrates comprehensive movement and fitness skills</li> <li>▪ <b>PEPF.3</b> – Demonstrates the knowledge and skills to achieve personal fitness</li> <li>▪ <b>PEPF.4</b> – Reflects on responsibility and long-term fitness planning</li> <li>▪ <b>PEPF.5</b> – Connects course experience to lifelong wellness</li> </ul> <b>Physical Activity Days</b> <ul style="list-style-type: none"> <li>▪ Post <b>FIT GEORGIA</b> Testing</li> <li>▪ Student-led final fitness routines</li> <li>▪ Peer feedback sessions</li> </ul> <b>Classroom Days</b> <ul style="list-style-type: none"> <li>▪ Final reflections on fitness growth</li> <li>▪ Design and present personal fitness plans</li> <li>▪ Complete exit survey and self-assessment rubric</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>▪ Final <b>FIT GEORGIA</b> Results</li> <li>▪ Personal Fitness Portfolio and Presentation</li> <li>▪ Course Reflection Essay and Exit Survey</li> </ul>	Unit Assessment Remediation Enrichment	<b>Literacy/SEL/Health Integration Ideas</b> <ul style="list-style-type: none"> <li>▪ <b>Literacy Integration Ideas:</b> Fitness journaling, Reading Fitness Articles, Peer Feedback Forms, Exit Tickets &amp; Quick Writes, and SMART Goal Writing</li> <li>▪ <b>SEL Integration Ideas:</b> Mindfulness Warm-Ups or Cooldowns, Group Challenges, Wellness Check-Ins, Resilience Routines, Fitness Choice Boards</li> <li>▪ <b>Health Integration Ideas:</b> Nutrition Planning, Sleep and Recovery Lessons, Injury Prevention &amp; First-Aid, Fitness &amp; Mental Health Connection, Behavior Change Projects</li> </ul> <b>Assessment Ideas</b> <ul style="list-style-type: none"> <li>▪ Posture/movement screening</li> <li>▪ Nutrition and training logs</li> <li>▪ Student-designed body sculpting routines</li> <li>▪ Progress comparisons (circumference/BMI/fitness testing, where appropriate)</li> </ul>



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### Course Literacy / SEL / Health Integration Ideas

Unit #	Literacy / SEL / Health Integration
Unit 1	<b>Getting Started: Introduction to Personal Fitness (Weeks 1–2)</b> <ul style="list-style-type: none"><li>▪ <b>Literacy:</b> Set up and begin fitness journals with personal reflections on baseline fitness and first impressions of the course.</li><li>▪ <b>SEL:</b> Develop self-awareness and relationship skills through team-building and collaborative activities.</li><li>▪ <b>Health:</b> Discuss the connection between regular physical activity and prevention of chronic diseases.</li></ul>
Unit 2	<b>Becoming Physically Active (Weeks 3–5)</b> <ul style="list-style-type: none"><li>▪ <b>Literacy:</b> Write a short essay ("Why Exercise?") exploring personal reasons for being active, using evidence from fitness concepts.</li><li>▪ <b>SEL:</b> Identify risk factors and reflect on personal decision-making around fitness habits; track progress toward SMART goals.</li><li>▪ <b>Health:</b> Explore physical and mental benefits of physical activity; examine how inactivity affects body systems.</li></ul>
Unit 3	<b>Building Your Fitness Level</b> <ul style="list-style-type: none"><li>▪ <b>Literacy:</b> Maintain a heart rate log and write a weekly reflection on energy levels, focus, and fitness gains.</li><li>▪ <b>SEL:</b> Build self-regulation and persistence through consistent application of the FITT principle and real-time goal adjustments.</li><li>▪ <b>Health:</b> Investigate the role of cardiovascular fitness in preventing heart disease and improving mood and sleep.</li></ul>
Unit 4	<b>First Aid &amp; CPR/AED Safety</b> <ul style="list-style-type: none"><li>▪ <b>Literacy:</b> Use graphic organizers to sequence CPR steps and summarize emergency response procedures.</li><li>▪ <b>SEL:</b> Practice empathy and social responsibility through role-played emergency scenarios.</li><li>▪ <b>Health:</b> Reinforce the importance of early response in emergencies and how CPR/AED use impacts survival rates.</li></ul>
Unit 5	<b>Physical Activity Pyramid – Jump Rope and Dance</b> <ul style="list-style-type: none"><li>▪ <b>Literacy:</b> Create a performance reflection or peer feedback form for dance or jump rope activities.</li><li>▪ <b>SEL:</b> Promote self-confidence and self-expression through rhythmic movement and performance.</li><li>▪ <b>Health:</b> Use assessment data to reflect on cardiovascular improvement and discuss links between fitness and emotional health.</li></ul>
Unit 6	<b>Healthy Lifestyle Choices</b> <ul style="list-style-type: none"><li>▪ <b>Literacy:</b> Develop a personal behavior change plan with written goals, strategies, and progress tracking.</li><li>▪ <b>SEL:</b> Build self-management and responsible decision-making through journaling and group discussions on wellness habits.</li><li>▪ <b>Health:</b> Analyze how stress, nutrition, and sleep influence fitness and mental/emotional well-being.</li></ul>
Unit 7	<b>Personal Fitness Planning &amp; Final Assessments</b> <ul style="list-style-type: none"><li>▪ <b>Literacy:</b> Write and present a final personal fitness plan using clear structure, visuals, and persuasive language.</li><li>▪ <b>SEL:</b> Reflect on growth in confidence, persistence, and responsibility through a self-assessment survey.</li><li>▪ <b>Health:</b> Link final goals to lifelong wellness practices (e.g., maintaining an exercise routine, managing stress, staying accountable).</li></ul>