

**Advisory Curriculum Council
Curriculum Guide**

In Stage 1, please complete the columns in blue (Topic, Pacing, Unit, Standards, Essential Questions and Enduring Understandings, and Vocabulary and Concepts). In Stage 3, please complete the columns in green (Learning Targets, Materials, Assessments). Add additional rows as needed.

Course Name:	Lifelong Fitness
Course Number:	0969
Level:	10-12

Topic	Pacing	Unit	Standards	Essential Questions and Enduring Understandings	Learning Targets	Vocabulary and Concepts	Materials	Assessments
Lifelong Fitness	2 weeks	Swimming/ Snorkling/ CPR/ Canoeing	Michigan National Standards 1-6	Outdoor recreation contributes to build and maintain lifelong fitness and the ability to engage in outdoor pursuits. How can outdoor recreational activities improve your quality of life?	LT: I can demonstrate proper cycling form and understand the benefits of cycling indoor and outdoor. LT: I can demonstrate proper orienteering skills by navigating a sequence of points or a map. LT: I can demonstrate the proper skills of archery and fishing to promote lifelong recreation.	Front Stroke, backstroke, butterfly, Back crawl, freestyle, flutterkick, Treading, snorkeling, snorkle, diving, canoe, oar, rowing, flotation, skulling	snorkeling equipment, kayaks, CRP books	End of unit written and performance assessment
Lifelong Fitness	1 weeks	Outdoor Recreation (Bicycling, Orienteering, hiking, fishing,	Michigan National Standards 1-6	Implementation of effective offensive, defensive, and cooperative strategies is necessary for success	LT: I can play games with proper form while demonstrating good sportsmanship and strategy. LT: I can	Compass, Longitude, Latitude, RPM, Pedalstroke, magnetic north, sprint, climb, cadence, bow, arrow,	Cycling (spinning bikes), Archery equipment, compuses, orienteering equipment	End of unit written and performance assessment

		rock climbing, archery)		in game situations. How do motor skills, movement patterns, and game strategies enhance physical fitness?	apply safe practices and evaluate teamwork in a game setting.	target, bullseye, rod, flyrod, fly reel, wet vs dry fly, safety		
Lifelong Fitness	2 weeks	Team Sports (basketball, volleyball, soccer, hockey)	Michigan National Standards 1-6	Implementation of effective offensive, defensive, and cooperative strategies is necessary for success in game situations. How do motor skills, movement patterns, and game strategies enhance physical fitness?	LT: I can play games with proper form while demonstrating good sportsmanship and strategy. LT: I can apply safe practices and evaluate teamwork in a game setting.	Zone, man to man, offense, defense, Corner kick, passing, penalty kick, roll in, scoring, teamwork, throw in, forward, midfield, handball, tackle, backhand pass, slapshot, forehand shot. Stick handling, off sides, icing, overhead pass, spike, violation	Equipment includes Basketballs, volleyballs, volleyball nets, soccer balls, soccer nets, floor hockey sticks, hockey nets	End of unit written and performance assessment
Lifelong Fitness	3 Weeks	Racquet Sports (Tennis, racquetball, ping pong)	Michigan National Standards 1-6	Rules etiquette in physical activity, sports, rhythm, and dance can make the experience both enjoyable and successful. How could you modify a game so that everyone enjoys it?	LT: I can demonstrate ball control and maintain a rally in a game situation with my partner/ other team. LT: I can identify the rules of racquet sports and apply the scoring system.	Ace, Backhand, Advantage, Break Point, Deuce, Cross court, drop shot, groundstroke, match point, lob, rally, racket, serve, volley	Racquetball rackets, shuttlecocks, ping pong equipment, tennis rackets, tennis balls	End of unit written and performance assessment
Lifelong Fitness	2 Weeks	Classroom Instruction/ Nutrition and outdoor leadership (planning a charity, working	Michigan National Standards 1-6	Developing knowledge of lifelong fitness terminology and proper nutrition will promote leadership opportunities in health and fitness event	LT: I can help develop and participate in a charity fundraiser involving fitness for my community. LT: I can analyze and evaluate different	Calorie, energy, carbohydrates, protein, vitamins, minerals, charity, fundraiser, nutrition, dietary value, supplements	Nutrition demonstrational equipment	End of unit written and performance assessment

