

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Healthy Living Lab (Summer elective)	PE	9-12	.5

Course Description:

Healthy Living Lab is an engaging hybrid summer course designed to promote physical wellness and personal health literacy. Students will participate in structured, in-person physical activities twice a week, complemented by two online sessions.

This course emphasizes the connection between physical activity and overall well-being, encouraging students to explore fitness, track personal progress, and build lifelong healthy habits. Online components may include guided workouts, wellness journaling, and interactive learning activities.

Family Overview:	Connection to the <i>BPS Vision of the Graduate</i>
Health Living Lab	Health Literacy <ul style="list-style-type: none"> • Obtain, interpret and understand basic health information and services and use such • information and services in ways that enhance health • Understand preventative physical and mental health measures, including proper diet, • nutrition, exercise, risk avoidance and stress reduction • Understand basic public health and safety issues
Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>	Link to <i>Completed Equity Audit</i>
Please note that unit titles depict the space and not specific skills units	Equity Audit

Standard Matrix

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.
Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.
Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Unit Links

[Unit 1: In the Gym](#)

[Unit 2: In the Weightroom](#)

[Unit 3: In the Cardio Room](#)

[Unit 4: On the Track](#)

[Unit 5: At Home](#)

Unit Title:	
In the gym	
Relevant Standards: Bold indicates priority	
<p>S1.H3.L1 Demonstrates competency in two or more specialized skills in health-related fitness activities.</p> <p>S2.H2.L1 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.</p> <p>S2.H3.L1 Demonstrates the ability to create a practice plan to improve performance for a self-selected skill.</p> <p>S3.H11.L1 Demonstrates the ability to create and implement a behavior modification plan that enhances a healthy, active lifestyle in college or career settings.</p> <p>S3.H12.L1 Demonstrates the ability to design a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner’s chosen field of work.</p> <p>S4.H5.L1 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p>	
Essential Question(s):	Enduring Understanding(s):
How can I use my understanding of movement concepts and safety to design a fitness plan that is both effective and sustainable?	"Applying movement concepts, principles, and strategies in a game setting enhances personal performance and the effectiveness of the team
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> • Observation • Exit Slip • Project • Journal response 	Ongoing
Family Overview (link below)	Integration of Technology:
See above	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and

	Technology (beyond core resources):
Components of Fitness (Muscular Strength, Muscular Endurance, Cardiovascular Endurance and Flexibility) FITT Principle (Frequency, Intensity, Time, Type)	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	<ul style="list-style-type: none"> • I already know how to work out • I am too busy
Connections to Prior Units:	Connections to Future Units:
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.	The curriculum introduces areas that are covered more in depth during in school PE classes.
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator	Teacher Actions:
Checkpoint 7.4 Minimize threats and distractions.	<ul style="list-style-type: none"> • Establish Clear Expectations: Clearly communicate behavioral expectations to students from the beginning of the school year or course. This includes rules regarding respect for others, participation, and minimizing distractions. • Create a Safe and Supportive Environment: Foster a classroom climate where students feel safe to express themselves and take academic risks. Address any instances of bullying, harassment, or disrespectful behavior promptly and firmly. • Use Visual Cues: Use visual cues or signals to redirect on-task behavior or remind students of expectations without disrupting the flow of instruction. For example, a quiet signal or a visual reminder of appropriate behavior can be effective.
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i>	Learning Targets:
9-12.2 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	Level 1 <ul style="list-style-type: none"> • I can actively listen to others Level 2 <ul style="list-style-type: none"> • I can participate in short conversational

	<p>and written exchanges on familiar topics and texts using academic and domain specific vocabulary</p> <p>Level 3</p> <ul style="list-style-type: none"> • I can build on the ideas of others <p>Level 4</p> <ul style="list-style-type: none"> • I can ask and answer relevant questions <p>Level 5</p> <ul style="list-style-type: none"> • I can summarize the key idea 	
	<p>Learning Target</p>	<p>Assessment</p>
	<p>I can follow safety expectations and proper use of equipment 100% of the time. (S4.H5)</p>	<ul style="list-style-type: none"> • Teacher Observation
	<p>I can create a 3 week, personalized workout plan that includes 4 out of 5 fitness components. (S3.H12)</p>	<ul style="list-style-type: none"> • Workout plan rubric

Unit Title:	
In the Weightroom	
Relevant Standards: Bold indicates priority	
<p>S1.H3.L1 Demonstrates competency in two or more specialized skills in health-related fitness activities.</p> <p>S2.H2.L1 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.</p> <p>S2.H3.L1 Demonstrates the ability to create a practice plan to improve performance for a self-selected skill.</p> <p>Demonstrates appropriate technique on resistance training machines and with free weights. (S3.H7.L1)</p> <p>S3.H11.L1 Demonstrates the ability to create and implement a behavior modification plan that enhances a healthy, active lifestyle in college or career settings.</p> <p>S3.H12.L1 Demonstrates the ability to design a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen field of work.</p> <p>S4.H5.L1 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p> <p>S5.H1.L1 Demonstrates the ability to analyze the health benefits of a self selected physical activity.</p>	
Essential Question(s):	Enduring Understanding(s):
How does mastering proper technique and safety today empower me to maintain a healthy, active lifestyle throughout my life?	Consistent application of resistance training principles (reps, sets, and proper form) empowers individuals to develop strength and competence in using a variety of equipment for lifelong fitness
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> • Observation • Exit Slip • Journal Writing 	Ongoing
Family Overview (link below)	Integration of Technology:
See above	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Resistance Machines (Bench Press, Chest	N/A

Press, Shoulder Press, Lat Pulldown) Free Weights (Dumbbells, Kettlebells, Barbell, Medicine Ball) Body Weight Exercises (Push-Ups, Pull-Ups, Squats, Lunges) Reps Sets	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	<ul style="list-style-type: none"> • I already know how to work out • I am too busy
Connections to Prior Units:	Connections to Future Units:
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.	The curriculum introduces areas that are covered more in depth during in school PE classes.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 7.3-Nurture and Play	<ul style="list-style-type: none"> • Create space for learners to find joy through connections to their identities, sense of self, and communities. • Create space for learners to take pride in their accomplishments.
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
9-12.5 An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	<p>Level 1</p> <ul style="list-style-type: none"> • conduct short individual or shared research projects to answer a question <p>Level 2</p> <ul style="list-style-type: none"> • gather information from provided print and digital sources <p>Level 3</p> <ul style="list-style-type: none"> • paraphrase key information in a short written or oral report <p>Level 4</p> <ul style="list-style-type: none"> • integrate information into an organized oral or written report <p>Level 5</p> <ul style="list-style-type: none"> • analyze and integrate information into a clearly organized oral or written text
Learning Target	Assessment

<p>I can identify at least 3 free weight exercises and perform them with proper technique with at least 80% success. (S3.H7)</p>	<ul style="list-style-type: none"> ● Teacher Observation ● Participation based
<p>I can identify at least 3 resistance machines and perform them with proper technique with at least 80% success. (S3.H7)</p>	<ul style="list-style-type: none"> ● Teacher Observation ● Participation based
<p>I can follow safety expectations and proper use of equipment 100% of the time. (S4.H5)</p>	<ul style="list-style-type: none"> ● Teacher Observation

Unit Title:	
In the Cardio Room	
Relevant Standards: Bold indicates priority	
<p>S1.H3.L1 Demonstrates competency in two or more specialized skills in health-related fitness activities.</p> <p>S2.H2.L1 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.</p> <p>S2.H3.L1 Demonstrates the ability to create a practice plan to improve performance for a self-selected skill.</p> <p>S3.H10.L1 Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan.</p> <p>S3.H11.L1 Demonstrates the ability to create and implement a behavior modification plan that enhances a healthy, active lifestyle in college or career settings.</p> <p>S3.H12.L1 Demonstrates the ability to design a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner’s chosen field of work.</p> <p>S4.H1.L1 Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.</p> <p>S4.H5.L1 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p> <p>S5.H1.L1 Demonstrates the ability to analyze the health benefits of a self selected physical activity.</p>	
Essential Question(s):	Enduring Understanding(s):
Why is personal accountability for safety and equipment use essential for achieving individual and collective fitness goals?	Mastering proper technique and adhering to safety protocols in the cardio room are essential for preventing injury and ensuring long-term physical health and performance
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> • Observation • Exit Slip • Journal Writing 	Ongoing
Family Overview (link below)	Integration of Technology:
See above	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology

	(beyond core resources):
Elliptical, Treadmill, Stationary Bike Heart Rate Beats per Minute (BPM) Resting Heart Rate Maximum Heart Rate Target Heart Rate Pace	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	<ul style="list-style-type: none"> • I already know how to work out • I am too busy
Connections to Prior Units:	Connections to Future Units:
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.	The curriculum introduces areas that are covered more in depth during in school PE classes.
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator	Teacher Actions:
Checkpoint 4.1 Vary and honor the methods for response, navigation, and movement	<ul style="list-style-type: none"> • Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies. • Embed flexibility into the design of the physical space (e.g., flexible seating and positioning, lighting, etc.)
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i>	Learning Targets:
An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	<p>Level 1</p> <ul style="list-style-type: none"> • conduct short individual or shared research projects to answer a question <p>Level 2</p> <ul style="list-style-type: none"> • gather information from provided print and digital sources <p>Level 3</p> <ul style="list-style-type: none"> • paraphrase key information in a short written or oral report <p>Level 4</p> <ul style="list-style-type: none"> • integrate information into an organized oral or written report <p>Level 5</p>

	<ul style="list-style-type: none"> analyze and integrate information into a clearly organized oral or written text
Learning Target	Assessment
I can track their target heart rate by using proper technique. (S3.H10)	<ul style="list-style-type: none"> Teacher Observation
I can select at least two cardiovascular endurance machines and participate in utilizing them properly. (S5.H3)	<ul style="list-style-type: none"> Teacher Observation
I can demonstrate the ability to make at least two modifications to their workout plan in order to improve performance for a self-selected skill. (S2.H3)	<ul style="list-style-type: none"> Teacher Observation Workout plan rubric

Unit Title:	
On the Track	
Relevant Standards: Bold indicates priority	
<p>S1.H3.L1 Demonstrates competency in two or more specialized skills in health-related fitness activities.</p> <p>S2.H2.L1 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.</p> <p>S2.H3.L1 Demonstrates the ability to create a practice plan to improve performance for a self-selected skill.</p> <p>S3.H10.L1 Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan.</p> <p>S3.H11.L1 Demonstrates the ability to create and implement a behavior modification plan that enhances a healthy, active lifestyle in college or career settings.</p> <p>S3.H12.L1 Demonstrates the ability to design a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen field of work.</p> <p>S4.H1.L1 Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.</p> <p>S4.H5.L1 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p> <p>S5.H1.L1 Demonstrates the ability to analyze the health benefits of a self selected physical activity.</p>	
Essential Question(s):	Enduring Understanding(s):
How do informed choices regarding safety, technique impact my ability to improve physical performance	Achieving fitness goals on a track requires a combination of technical skill, personal responsibility for safety, and the ability to analyze and apply movement concepts effectively
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> ● Observation ● Exit Slip ● Journal Writing 	Ongoing
Family Overview (link below)	Integration of Technology:
See above	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):

Meters Miles Laps Intensity Pace	N/A	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:	
	<ul style="list-style-type: none"> • I already know how to work out • I am too busy 	
Connections to Prior Units:	Connections to Future Units:	
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.	The curriculum introduces areas that are covered more in depth during in school PE classes.	
Differentiation through Universal Design for Learning		
UDL Indicator	Teacher Actions:	
Checkpoint 9.4 Cultivate empathy and restorative practices		<ul style="list-style-type: none"> • Use a strategy such as circle practice (a protocol where learners share about their emotions and experiences by passing a talking stick and responding one by one) or an emotions check-in to encourage learners to learn from one another's perspectives. • Facilitate learners sharing coping strategies or coping needs to encourage learners to take care of one another. • Co-create and facilitate classroom agreements. Specifically ask learners to add to the agreements the things they need to feel safe in the classroom. • Create kind and equitable tools, processes, and protocols for learners to hold one another accountable to community agreements in classrooms, workplace settings, and other learning environments. • Use a protocol such as circle practice to make communal decisions about how to restore

		the community after an agreement has been broken. These protocols can span primarily through adult learner settings.
--	--	--

Supporting Multilingual/English Learners

Related <i>CELP standards:</i>	Learning Targets:
---------------------------------------	--------------------------

9-12.2 An EL can . . . construct grade appropriate oral and written claims and support them with reasoning and evidence.	<p><u>Level 1:</u></p> <ul style="list-style-type: none"> verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to <p><u>Level 2:</u></p> <ul style="list-style-type: none"> give a reason to support the claim <p><u>Level 3:</u></p> <ul style="list-style-type: none"> provide sufficient evidence, reasons, or facts to support the claim <p><u>Level 4:</u></p> <ul style="list-style-type: none"> provide logically ordered reasons or facts that effectively support the claim <p><u>Level 5:</u></p> <ul style="list-style-type: none"> construct a substantive claim about a variety of topics or events
--	---

Learning Target	Success Criteria/ Assessment	
------------------------	-------------------------------------	--

I can modify Intensity by using the FITT Principle to adjust speed, distance and duration. (S4.H1)	<ul style="list-style-type: none"> Teacher Observation 	
I can use proper Track etiquette by following expectations related to proper lane usage. S4.H2	<ul style="list-style-type: none"> Teacher Observation 	

Unit Title:	
At Home	
Relevant Standards: Bold indicates priority	
<p>S1.H3.L1 Demonstrates competency in two or more specialized skills in health-related fitness activities.</p> <p>S2.H2.L1 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.</p> <p>S2.H3.L1 Demonstrates the ability to create a practice plan to improve performance for a self-selected skill.</p> <p>S3.H6.L1 Demonstrates the ability to participate several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day.</p> <p>S3.H10.L1 Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan.</p> <p>S3.H11.L1 Demonstrates the ability to create and implement a behavior modification plan that enhances a healthy, active lifestyle in college or career settings.</p> <p>S3.H12.L1 Demonstrates the ability to design a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen field of work.</p> <p>S4.H1.L1 Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.</p> <p>S4.H5.L1 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p> <p>S5.H1.L1 Demonstrates the ability to analyze the health benefits of a self selected physical activity.</p>	
Essential Question(s):	Enduring Understanding(s):
How do informed choices regarding safety, technique, and personalized planning impact my ability to improve physical performance	Consistent self-reflection through wellness journaling allows individuals to track personal progress, identify barriers to physical activity, and make informed adjustments to their fitness plans for long-term health.
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> • Observation • Exit Slip • Journal Writing 	Ongoing
Family Overview (link below)	Integration of Technology:
See above	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and</i>

	<i>communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Components of Fitness (Muscular Strength, Muscular Endurance, Cardiovascular Endurance and Flexibility) FITT Principle (Frequency, Intensity, Time, Type)	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	<ul style="list-style-type: none"> • I already know how to work out • I am too busy
Connections to Prior Units:	Connections to Future Units:
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.	The curriculum introduces areas that are covered more in depth during in school PE classes.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 7.3-Nurture and Play	<ul style="list-style-type: none"> • Create space for learners to find joy through connections to their identities, sense of self, and communities. • Create space for learners to take pride in their accomplishments.
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
9-12.4 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<p>Level 1</p> <ul style="list-style-type: none"> • I can actively listen to others <p>Level 2</p> <ul style="list-style-type: none"> • I can participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary <p>Level 3</p> <ul style="list-style-type: none"> • I can build on the ideas of others <p>Level 4</p> <ul style="list-style-type: none"> • I can ask and answer relevant questions <p>Level 5</p> <ul style="list-style-type: none"> • I can summarize the key idea

Learning Target	Assessment
I can create and implement an at-home workout plan for two days out of the week. (S3.H11)	<ul style="list-style-type: none"> • Turned in at-home plan
I can make at least two modifications to their at-home workout plan. (S4.H1)	<ul style="list-style-type: none"> • Teacher graded plan
I can complete at least two at-home workouts per week for a total of 6. (S3.H6)	<ul style="list-style-type: none"> • Turned in at-home plan