**Sequencing Rationale**

The curriculum design for the Health-Related Fitness course is based on four major units, cardio-respiratory fitness, muscle strength and endurance, flexibility, and body composition. These units are related to each other but can be taught independently of each other in any order. These units can also be taught as a stand-alone topic or embedded within another unit such as floor hockey, dance, or badminton. This course will be organized based on the learning-related approach of familiarity.

The first unit taught will be cardio-respiratory fitness. I chose this unit because most students are familiar with the concept that exercise affects the heart and lungs. Students can easily identify when their heart is beating faster and they are breathing heavier after physical exertion. The students may also be knowledgeable of diseases such as heart disease, diabetes, and cancer which can all be reduced or prevented through regular participation in cardio-respiratory exercise. Starting with the concept that the students are most familiar with should make it easier for them to understand and relate to the other units.

The second unit taught will be muscle strength and endurance. This concept will be familiar to students especially if they are interested or follow sports so therefore many students will have some general knowledge about muscles. Strength training for children and adolescents should be approached differently than adults but the training principles can still be applied. Once students have a basic idea of how the training principles are applied to cardio-respiratory fitness they should be able to have an understanding of how they can be applied to increasing muscle strength and endurance, and begin to see how the training principles can be manipulated to apply to different forms of exercise.

The third unit will be flexibility. There are so many myths and misconceptions surrounding flexibility that I feel it is better to approach this concept later in the health-related fitness curriculum. The students’ base of knowledge regarding flexibility and why it is important for health is much more limited compared to cardio-respiratory fitness and muscle strength and endurance.

The final unit will be body composition. The idea of body composition will most likely be the least familiar to students. It is also the most difficult concept to teach because it is such a sensitive subject due to cultural, social, and personal beliefs surrounding body weight. This unit, however, is critical to health-related fitness because students’ must have an understanding of how body composition affects their overall health and how to effectively mange and monitor their body composition to prevent chronic diseases and maintain their health throughout their lifetime.