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| **Stage 1 – Learning Target** |
| **Standards**: National Health Education Standard 1:Students will comprehend concepts related to health promotion and disease prevention to enhance health.National Health Education Standard 6:Students will demonstrate the ability to use goal-setting skills to enhance health.TN state Lifetime Wellness standard 4The student will acquire the knowledge and skills necessary to achieve and maintain a health enhancing level of personal fitness.SPI’s: The student will:* Describe the benefits of being physically fit.
* Identify and define the elements of physical fitness
* Differentiate aerobic and anaerobic exercise and provide examples of each.

Learning targets:* I can list and define the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition).
* I will take my own pulse at rest and after exercising and be able to compare/contrast the two.
* I will be able to describe the social, mental, emotional and physical benefits of being physically fit.
* I will provide examples of aerobic and anaerobic exercises.
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| **Understandings:** *Students will understand that . . .** Being physically active benefits your total health in a variety of ways.
* Different types of exercise can help you evaluate and improve the various elements of fitness.
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| *Students will know. . .* * The components of fitness. (Knowledge)
* How to measure the components of fitness. (Application)

 *Students will be able to . . .** Compare and contrast aerobic and anaerobic exercise (Synthesis)
* Demonstrate the difference between aerobic and anaerobic exercise (application)
* Measure flexibility, cardio-respiratory endurance, muscular strength, muscular endurance and body composition. (Application)
* Assess individual health related fitness levels. (Evaluation)
 | **Circle all that apply:****Knowledge****Comprehension****Application****Analysis****Synthesis****Evaluation** |
| **Stage 2 – Assessment Evidence** |
| **Formative Assessments:**Formal and informal questioningConversations between partnersIndependent practice**Common Formative Assessments:**Semester examFitness gram testing | **Summative Assessment:**Quiz 12.1/12.2Test on chapter 12Portfolio project |
| **Stage 3 – Learning Plan** |
| **Learning Activities:**For students on target: * Dived a sheet of paper into 3 columns. Label them “Physical”, “mental”, and “social”. As we discuss the lesson, fill in the chart by listing how physical activity benefits these 3 aspects of your health.
* Draw a comparasion chart. Label the colums “define”, “measure” and “improve” label the rows “C/E” (cardio-endurance), “M/S”(Muscular Strength) “M/E” (muscular endurance), and “F”(flexibility). As we discuss the components, fill in the chart with information from the lesson.

For students in need of remediation:* Reteaching and reinforcement during guided practice and questioning time.
* Ask student to write a paragraph that defines each of the five elements of fitnss and also describes what form of exercise could be usd to improve each element.

For students who need enrichment:* Have students make a pamphlet that explains the differnce between aerobic and anaerobic acticites, describes the benefits of activiites in each category, and classifies common physical activitiesa as one or the other. (knowledge, comprehension, analysis, evaluation)
 | **Circle all that apply:****Knowledge****Comprehension****Application****Analysis****Synthesis****Evaluation** |