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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 4  The 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. | | |
| **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. | | |
| *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 questioning  Conversations between partners  Independent practice  **Common Formative Assessments:**  Semester exam  Fitness gram testing | **Summative Assessment:**  Quiz 12.1/12.2  Test on chapter 12  Portfolio project | |
| **Stage 3 – Learning Plan** | | |
| **Learning Activities:**  For students on target:   * Brainstorm a list of every physical activity they have participated in in the last 3 days. Discuss how even common, every day activities can have benefits for 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:   * 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. * 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:   * Ask studentto write an honest evaluation of his or her own fitness. Advise studetns that as they write they should keep in mind the five elements of fitness. | | **Circle all that apply:**  **Knowledge**  **Comprehension**  **Application**  **Analysis**  **Synthesis**  **Evaluation** |