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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: * 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.
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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** |