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| **Stage 1 – Learning Target** |
| **Standards**: National Health Education Standard 6:Students will demonstrate the ability to use goal-setting skills to enhance health.National Health Education Standard 7:Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risk.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.**Objective/Learning Target:**SPI’s: The student will:* Describe and apply principles related to physical activity.
* Understand proper safety practices when participating in physical activity.

Learning Targets:* I will be able to design a personal fitness plan.
* I will be able to recognize and apply proper warm-up and cool-down procedures associated with exercise.
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| **Understandings:** *Students will understand that . . .** Planning your physical activity can help you achieve specific fitness goals.
* It is important to learn how to prevent injuries and respond to them when they occur.
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| *Students will know. . .* * The F.I.T.T. principles. (Knowledge)

*Students will be able to . . .** Calculate resting, target and maximum heart rate as it relates to personal fitness planning. (Analysis, synthesis)
* Design a personal fitness plan and set goals based on the health-related fitness assessment results that will lead to, or maintain, a satisfactory fitness level. (Application, comprehension, 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 12.3/12.4Test on chapter 12Portfolio project |
| **Stage 3 – Learning Plan** |
| **Learning Activities:**For students on target:* Read Wendy’s story on page 334. List the five goal-setting steps to Wendy’s situation.
* Students work in pairs to create a collage showing either a work-out, warm-up or cool-down. (use magazines , newspapers, or drawings)
* Student will apply appropriate P.R.I.C.E. principles to an injury.

For students in need of remediation:* Reteaching and reinforcement during guided pracgice and questioning time. Have students work in small groups to plan a personal activity program that would appeal to a male teen and another program that would appeal to a femal teen in the class.
* Have students work with a partner to create a chart what lists in one column problems and injuries that may result from physical activity and lists in a second column what to do when the problem or injury occurs.

For students who need enrichment:* Have student prepare a video that could be used to teach kids about fitness safety and avoiding injuries.
 | **Circle all that apply:****Knowledge****Comprehension****Application****Analysis****Synthesis****Evaluation** |