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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. | | |
| **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. | | |
| *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 questioning  Conversations between partners  Independent practice  **Common Formative Assessments:**  Semester Exam  Fitness gram testing | **Summative Assessment:**  Quiz 12.3/12.4  Test on chapter 12  Portfolio 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** |