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| Fitness Standard-Fitness Topic | | | |
|  | | **Learning Goals** | **Learning Targets/ Activities:** |
| 4 | | * **4A-**Develop a solution and fitness plan for someone who lives a sedentary lifestyle. Base their plan according to their fitness needs self-selected lifetime activity, or fitness activity outside of the school day * **4B-**Demonstrate proficiency (\*See supporting documents for individual fitness standard scores) on **all** components of fitness assessments which include: Curl-ups, Push-ups, Pacer, Shoulder Stretch, and Sit and Reach | **4A-**I am learning how to develop a solution and design a fitness plan for someone who lives a sedentary lifestyle.  **4B-** I am learning how to demonstrate proficiency on all of my fitness assessments. |
| 3 | | **Student:**   * **3A**- Demonstrate proficiency (\*See supporting documents for individual fitness standard scores) on **most** components of fitness assessments which include: Curl-ups, Push-ups, Pacer, Shoulder Stretch, and Sit and Reach * **3B**- Reflection upon student’s exercise regimen (S3.H11.L2) * **3C**- Analyzes components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for these goals using current level of skills and knowledge to implement SMART fitness goal (Specific, Measurable, Achievable, Realistic, and Time/Bound) during class. (S3.H12.L2) | **3A**-I am learning how to demonstrate proficiency on my most of the components of our fitness assessments.  **Activities:**  **3B**-I am learning how to reflect upon my exercise regimen/program.  **Activities:**  **3C**- I can apply my current level of skills and knowledge to implement my SMART goal.  **Activities:**   * Reflection journal or log for specific workouts/action plan to work towards personal fitness goal * Journal to describe proper form * Create a personal workout plan to put into a portfolio utilizing personal fitness data points |
| 2 | **Student:**   * **2A**- Developing towards proficiency on some but not all components of fitness assessments which include: curl-ups, push-ups, pacer, shoulder stretch, and sit and reach * **2B**- Identify fitness goal (SMART) including all components of health-related fitness (eg. Cardiorespiratory Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition) related to the students’ individual fitness needs. (S3.H12.L1)   **Specific Vocabulary:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Etiquette | Safety | Sedentary | SMART Goal | Feedback | Proper Technique | | **Health-Related Fitness Components** | Muscular Strength | Muscular Endurance | Cardiorespiratory Endurance | Flexibility | Body Composition | | **Skill-Related Fitness Components** | Agility | Balance | Power/Speed | Coordination | Reaction time | | | **2A-**I am learning how to demonstrate proficiency on my fitness assessments.  **Activities:**  **2B-**I can create a SMART goal utilizing my current level of physical fitness skills and knowledge.  **Activities:**   * Journal reflection exit slips   **2C-**I am learning the difference between skill-related fitness components and health-related fitness components. |