Health Related-Fitness and Wellness-6th-7th Grade		
4	o Investigate and defend a decision/plan to continue a fitness workout plan outside of the school day.	**Learning Targets and Activities**
3	**Demonstrate they have developed the ability to:** o **3A**- Describes and demonstrates the difference between dynamic and static stretching (S3.M9.7) o **3B**- Describes the overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. (S3.M11.7) o **3C**- Performs strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise (S3.M18.7)	**3A**-I am learning how to describe and demonstrate the differences between static and dynamic stretching. **Activities:** • Student create warm-up/cool-down to determine differences between static and dynamic • Yoga, Tai Chi **3B**-I am learning to describe the difference between overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. **Activities:** • Verbalize each component activity and principle it falls underneath; align each exercise to a focus • Explain differences between the each component • Daily Fit Log-FITT principle **3C**- I am learning how to perform different exercises when dealing with stress such as deep breathing, guided visualization, and aerobic exercise. • Meditation/Yoga Unit • Cool-down/Turn-down
2	**Demonstrate they have developed the ability to:** o **2A**- Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance (S3.M10.6) o **2B**- Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, and type) for different types of physical activity (aerobic, muscular fitness, and flexibility.) (S3.M11.6) o **2C**- Identifies positive and negative results of stress and appropriate ways of dealing with each. (S3.M18.6) o **2D- Vocabulary such as:** aerobic, anaerobic, muscular strength, muscular endurance, overload principle (FITT), frequency, intensity, type, and time	**2A-** I am learning how to determine the difference between aerobic and anaerobic capacity, and between muscular strength, and muscular endurance. **Activities:** • Stations for assessment students determine the exercise/muscular strength/endurance. • Reflection journals **2B-** I am learning how to identify each component of the overload principle for each activity. • Verbalize each component activity and principle it falls underneath • Stations for assessment students determine the exercise/muscular strength/endurance. **2C-** I am learning how to identify positive and negative results of stress and appropriate ways of dealing with each. **Activities:** • Meditation/Yoga • Reflection Journals

Health Related-Fitness and Wellness-8th Grade		
4	o Investigate and defend a decision/plan to continue a fitness workout plan outside of the school day.	**Learning Targets and Activities**
3	**Demonstrate they have developed the ability to:** o **3A**- Describes and demonstrates the difference between dynamic and static stretching (S3.M9.7) o **3B**- Uses the overload principle (FITT formula) in preparing a personal workout. (S3.M9.8) o **3C**- Designs and implements a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.8) o **3D**- Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi. (S3.M17.8)	**3A**-I am learning how to describe and demonstrate the differences between static and dynamic stretching. **Activities:** • Student create warm-up/cool-down to determine differences between static and dynamic • Yoga, Tai Chi **3B**-I am learning to use the FITT formula to design my personal workout. **Activities:** • Verbalize each component activity and principle it falls underneath; align each exercise to a focus • Explain differences between the each component • Daily Fit Log-FITT principle; reflection forms **3C**- I am learning how to design a quality warm-up and cool down. **3D-** I am learning how to demonstrate basic movements used in yoga and tai chi. • Warm-up/Turn-up; Cool-down/Turn Down
2	**Demonstrate they have developed the ability to:** o **2A**- Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance (S3.M10.6) o **2B**- Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, and type) for different types of physical activity (aerobic, muscular fitness, and flexibility.) (S3.M11.6) o **2C**- Identifies positive and negative results of stress and appropriate ways of dealing with each. (S3.M18.6) o **2D- Vocabulary such as:** aerobic, anaerobic, muscular strength, muscular endurance, overload principle (FITT), frequency, intensity, type, and time	**2A-** I am learning how to determine the difference between aerobic and anaerobic capacity, and between muscular strength, and muscular endurance. **Activities:** • Stations for assessment students determine the exercise/muscular strength/endurance. • Reflection journals **2B-** I am learning how to identify each component of the overload principle for each activity. • Verbalize each component activity and principle it falls underneath • Stations for assessment students determine the exercise/muscular strength/endurance. **2C-** I am learning how to identify positive and negative results of stress and appropriate ways of dealing with each. **Activities:** • Meditation/Yoga • Reflection Journals

Physical Education Department