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| **Day** | **Learning Targets** | **Evidence of Learning** | **Activities** | **Assignment(s)/Resources** |
| **1**  **A**  **B** | **Learning Target(s):**  **3B**-I am learning how to reflect upon my exercise program.  **3A-** I am learning how to demonstrate proficiency on my fitness assessments. | **Evidence:**  -Visual Observation  -Workout sheets  -Reflection sheets  -Fitness Log | **Activities (Agenda):**  -Safety  -Routines and Procedures  -Warm-up (dynamic stretching)  -Pre-Assessment for Fitness Standards  -Cool-down  -Change | **Assignment(s)/Resources:**  -Start thinking about designing a program for someone who lives a sedentary lifestyle.  -Fitness Log  -Preview  -Pre-set Fitness Goals sheet |
| **2**  **A**  **B** | -**Learning Target(s):**  **3A-** I am learning how to demonstrate proficiency on my fitness assessments.  **3B**-I am learning how to reflect upon my exercise program. | **Evidence:**  -Observation  -Workout sheets  -Reflection sheets | **Activities (Agenda):**  -Safety  -Routines and Procedures  -Warm-up (dynamic stretching)  -Finish Pre-assessment for Fitness Standards  -Small group workout  -Fitness stations  -Cool-down  -Change | **Assignment(s)/Resources:**  -Start thinking about designing a program for someone who lives a sedentary lifestyle.  -Daily workout sheets |
| **3**  **A**  **B** | -**Learning Target(s):**  **3B**-I am learning how to reflect upon my exercise program.  **2B-**I am learning how to create a SMART Goal utilizing my current level of fitness skills and knowledge. | **Evidence:**  -SMART Goal  -Visual observation  -Workout sheets | **Activities (Agenda):**  -Warm-up (dynamic stretching)  -Fitness results  -SMART Goal creation  -Fitness stations  -Cool-down  -Change | **Assignment(s)/Resources:**  -SMART Goal worksheet  -Daily workout sheets |
| **4**  **A**  **B** | -**Learning Target(s):**  **2B-**I am learning the difference between skill-related fitness components and health-related fitness components  **3B**-I am learning how to reflect upon my exercise regimen/program.  **3A**-I can demonstrate proper body position and correct errors in technique in a variety of fitness exercises. | **Evidence:**  -Visual observation  -Workout sheets  -Muscle chart | **Activities (Agenda):**  -Warm-up (dynamic stretching)  -Small group rotations-determine muscles with group  -Upper body fitness- stations  -Abdominals and Plank workout  -Cool-down T25  -Change | **Assignment(s)/Resources:**  **-**Skill-related fitness components vs. Health-related fitness components worksheet  -muscle chart  -Daily workout sheets |
| **5**  **A**  **B** | **-Learning Target(s):**  **3A**-I can demonstrate proper body position and correct errors in technique in a variety of fitness exercises.  **3B-**I am learning how to I can use the FITT principal to reflect upon my exercise regimen/program. | **Evidence**  -Visual observation  -Workout sheets  -FITT Principal Exit ticket  -Muscle Chart  -Lower body checklist | **Activities (Agenda):**  -Warm-up (dynamic stretching)  -Quick vocab instruction FITT Principal  -Small group rotations  -Lower body fitness stations  -Cool-down Abs/Static Stretch  -Change | **Assignment(s)/Resources:**  **-**Skill-related fitness components vs. Health-related fitness components worksheet  -Daily workout sheets  -FITT Principal worksheet/reference guide |
| **6**  **A**  **B** | **-Learning Target(s):**  **3A**-I can demonstrate proper body position and correct errors in technique in a variety of fitness exercises.  **3B-**I am learning how to I can use the FITT principal to reflect upon my exercise regimen/program. | **Evidence**  -Visual Observation  -FITT Principal reflection sheet  -exit ticket  -Upper body checklist  -Design workout | **Activities (Agenda):**  -Warm-up (dynamic stretching)  -Quick vocab instruction FITT Principal  -Small group rotations  -Upper body fitness stations  -Cool-down Deep Breathing/Static Stretching | **Assignment(s)/Resources:**  -Unit Vocabulary Hand out  -Review sheet  -Daily workout sheets  -FITT Principal  worksheet/reference guide  -Steps to designing your individual workout |
| **7**  **A**  **B** | **-Learning Target(s):**  **3A**-I can demonstrate proper body position and correct errors in technique in a variety of fitness exercises.  **3C**- I can apply my current level of skills and knowledge to implement my SMART goal. | **Evidence**  -Visual observations  -Individual time to design workout plan  -Personalized checklist | **Activities (Agenda):**  -Warm-up (dynamic stretching)  -Design specific individual workout plan according to specific personal growth opportunities  -Upper body fitness stations  -Cool-down T25 | **Assignment(s)/Resources:**  -Steps to designing your individual workout  -Individual work out sheet  -Partner design/shuffle |
| **8**  **A**  **B** | **-Learning Target(s):**  **3C**- I can apply my current level of skills and knowledge to implement my SMART goal.  **3A**-I am learning how to demonstrate proficiency on my most of the components of our fitness assessments. | **Evidence**  -Visual observations  -Individual time to design workout plan  -Reflection Exit Ticket | **-Activities (Agenda):**  -Warm-up (dynamic stretching)  -Implement specific individual workout plan according to specific personal growth opportunities  -Upper body fitness stations  -Cool-down Deep Breathing/Static Stretching | **Assignment(s)/Resources:**  -Steps to designing your individual workout  -Individual work out sheet  -Partner design/shuffle |
| **9**  **A**  **B** | **-Learning Target(s)**  **3C**- I can apply my current level of skills and knowledge to implement my SMART goal.  **3A**-I am learning how to demonstrate proficiency on my most of the components of our fitness assessments.  -**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. | **Evidence**  -Vocab Assessment  -Fitness Post assessments  -Exit ticket  -Reflection form  -Visual observation  -Conversations | **-Activities (Agenda):**  -Warm-up (dynamic stretching)  -Implement specific individual workout plan according to specific personal growth opportunities  -Individual and group rotations  -Lower body fitness stations  -Cool-down T25 | **Assignment(s)/Resources**  -Unit Vocabulary Review  -Level 4 opportunity  -Develop a solution and design a fitness plan for someone who lives a sedentary lifestyle.  -District Fitness Tiered Assessment |
| **10**  **A**  **B** | **- Learning Target(s)**  **3C**- I can apply my current level of skills and knowledge to implement my SMART goal.  **3A**-I am learning how to demonstrate proficiency on my most of the components of our fitness assessments.  -**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. | **Evidence**  -Vocab Assessment  -Fitness Post assessments  -Exit ticket  -Reflection form  -Visual observation  -Conversations  -District Tiered Assessment | **Activities (Agenda):**  -Warm-up (dynamic stretching)  -Cardio  -Implement specific individual workout plan according to specific personal growth opportunities  -Individual and group rotations  -Fitness assessments post assessment  -Cool-down T25 | **Assignment(s)/Resources**  Finish the following/gather evidence:  -Unit Vocabulary Review  -Level 4 opportunity  -Develop a solution and design a fitness plan for someone who lives a sedentary lifestyle.  -District Fitness Tiered Assessment |