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| Skills and Knowledge-Total Body Fitness Level 1 |
| 4 | * In addition to score 3.0 performance, the student demonstrated in-depth inferences and applications that go beyond the goal.
 | **Learning Targets and Activities** |
| 3 | **Students:*** **3A**- Demonstrate proper body position by self-correcting errors in technique in a variety of fitness/strength and conditioning exercises specific examples include: \*squat, deadlift, and bench press. (S1.H3.L1)
* **3B**- Reflect upon student’s exercise regimen. (S2.H2.L1)
* **3C**- Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist-antagonist) and supports a healthy, active lifestyle (S3.H7.L2)
 | **3A**-I can demonstrate proper body position and correct errors in technique in a variety of fitness exercises.**Activities:****3B**-I can use the FITT principle 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 | **Students:*** **2A**- Attempts proper body position and corrects errors in technique utilizing teacher feedback in a variety of fitness/strength and conditioning exercises.
* **2B**- Recognize and complete students’ exercise regimen.
* **2C**- Create a SMART goal utilizing your current level of physical fitness assessment, skills and knowledge.
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**Specific vocabulary such as:** ­

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| Safety | Etiquette | Proper Technique | FITT Principle | SMART Goal |  |
| **Health Related Components** | Muscular Strength | Cardiorespiratory Endurance | Flexibility | Muscular Endurance | Body Composition |
| **Skill Related Components** | Balance | Coordination | Agility | Power  | Speed/Reaction time |