|  |  |  |
| --- | --- | --- |
| Skills and Knowledge-Total Body Fitness Level 2 | | |
| 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: jump squat with bands, bench press with bands, and incline bench press. (S1.H3.L1) * **3B**- Reflection upon student’s exercise regimen/program. (S2.H2.L1) * **3C**- Applying and monitor current level of skills and knowledge to implement SMART goal (Specific, Measurable, Achievable, Realistic, Time/Bound) utilizing fitness assessment scores. (S3.H11.L2) * **3D**-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:**   * Circuit training * Stations   **3B**-I can use the FITT principle to reflect upon my exercise regimen/program.  **Activities:**   * Workout sheets * Exit ticket * Walk and talk * Student roles   **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   **3D-** I am learning how to design and implement my personal strength and conditioning program that develops balance in muscle groups and supports a healthy, active lifestyle.   * Opposition of lifting regimens, e.g. upper body/lower body |
| 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/program. * **2C**- Create a SMART goal utilizing your current level of physical fitness skills and knowledge. * **2D**-Recognize specific muscle groups (agonist-antagonists) to build a strength and conditioning workout. |

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

**Specific** **Vocabulary**: