



Personal Fitness - Unit 1 - Benchmark Data

Unit Focus

The personal fitness class aims to teach students how to improve their individual fitness levels by creating workout plans, setting and monitoring goals, and exposing them to various exercises that can be done independently. During this first unit, students will gather benchmark data from participating in a trial run of the Connecticut State Fitness Tests and through circuit training to establish their baseline measurements for the health-related and skill-related components of fitness. Using this data, they will learn to set realistic goals and monitor their fitness. In each subsequent unit, students will retest their performance in one or more of the health and skill-related components of fitness and compare their performance to the benchmark data established in this launch unit. Ultimately, students will use the knowledge from this course to develop a program they can use beyond the classroom to reach their personal fitness and health goals.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
CT School Counseling Standards CT Counseling: 9-10 - Apply knowledge of aptitudes and interests to goal setting (A6.1) - Evaluate and reflect on their actions and modify as necessary (A6.3) Healthy and Balanced Living Curriculum Framework Health Education 9-12 - Evaluate and assess personal practices and behaviors that reduce or prevent health risks. (SM 7.2.12) - Physical Education 9-12 Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.H1.L1) - Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1) - Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan. (S3.H10.L1) - Demonstrates the ability to adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity (S3.H10.L2) - Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury	<i>Students will be able to independently use their learning to...</i> T1 Develop skills, knowledge, and concepts through practice and analysis of results.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Individuals self-monitor through past experiences to make adjustments and create opportunities to gain self-control. U2 Individuals tackle obstacles by using a variety of strategies and techniques that move them forward. U3 People develop self-confidence and self respect by identifying personal strengths and weaknesses and building upon them.	<i>Students will keep considering...</i> Q1 What control do I have over the path my life takes? Q2 What strategies do I have to make health-enhancing decisions? Q3 What are my unique strengths, weaknesses likes and dislikes?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 that data provide key information for assessing fitness level and making a plan to improve performance. K2 the role of health and skill components as they relate to the development of their fitness goals.	<i>Students will be skilled at...</i> S1 analyzing data to determine areas of improvement. S2 demonstrating the ability to analyze the data obtained in a physical activity and use the data to

Stage 1: Desired Results - Key Understandings

prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1) • Demonstrates the ability to analyze the health benefits of a self-selected physical activity (S5.H1.L1) Madison Public Schools Profile of a Graduate • Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG. 1.2)	K3 that progressive overload is gradually increasing the intensity of an exercise to increase gains. K4 that the FIIT (Frequency, Intensity, Time, and Type) principle can be incorporated into a fitness program to improve gains. K5 that progressive overload and the FIIT Principle are strategies they can use to improve their fitness progress. K6 Vocabulary: benchmark data, progressive overload, set, rep, splits, rest periods, muscle groups, fitness related components (cardiorespiratory endurance, flexibility, muscular strength, muscular endurance, body composition), skill related components (agility, coordination, speed, power, balance, reaction time).	make inferences and create a plan for improvement. S3 choosing an appropriate level of challenge to experience success in order to motivate further participation in physical activity. S4 applying the principles of progressive overload and FIIT to their own lives and a plan to improve key fitness metrics.
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