



Physical Education - Grade 8 Unit 1 - Personal Fitness

Unit Focus

In this unit, students will learn fitness's health and skill components, ultimately leading to the CT State Fitness Test. Students will experience the state fitness test and the fundamentals of fitness, such as balance, speed, coordination, agility, and power. Students will examine fitness data, set goals, and consider strategies to meet these goals and reflect on their progress. Students will participate in activities that utilize the low-ropes course and indoor training equipment. Students will be instructed on the proper use of all equipment on which they will train. Ultimately, students will apply their understanding of fitness data and methods to attain fitness goals as they analyze a fictional client's fitness goals and develop a plan for them.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Connecticut Comprehensive K–12 School Counseling Framework (2020) Counseling: 6-8 - Demonstrate a positive mental attitude and belief in their own success (A3.5) - Demonstrate adaptability and persistence when faced with challenges (A4.4) - Identify habits of mind and behaviors that lead to success (A6.1) - Understand the importance of taking care of our bodies and personal wellness (S/E4.3) Healthy and Balanced Living Curriculum Framework Health Education 6-8 - Set a realistic personal health goal. (GS 6.3.8) - Assess the barriers to achieving a personal health goal. (GS 6.4.8) - Apply strategies to overcome barriers to achieving a personal health goal. (GS 6.5.8) - Demonstrate healthy practices and behaviors to improve the health of oneself and others (SM 7.3.8) Physical Education 6-8 - Demonstrates correct technique for a variety of skills in at least two selected individual performance activities. (S1.M19.8) - Compares and contrasts health related fitness components and skill related fitness components. (S3.M3.8a) - Employs a variety of appropriate static stretching techniques for all major muscle groups. (S3.M3.8c) - Describes the role of flexibility in injury prevention. (S3.M3.8d)	<i>Students will be able to independently use their learning to...</i> T1 Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments. T2 Develop skills, knowledge, and concepts through practice and analysis of results.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Students identify personal likes and dislikes and allot time to pursue their interests. U2 Students demonstrate various strategies when making decisions to enhance health. U3 Individuals engage in stress reducing activities in order to maintain a balanced lifestyle. U4 Individuals tackle obstacles by using a variety of strategies and techniques that move them forward. U5 Individuals self-monitor through past experiences to make adjustments and create opportunities to gain self-control.	<i>Students will keep considering...</i> Q1 What strategies do I have to make health-enhancing decisions? Q2 What are my unique strengths, weaknesses likes and dislikes? Q3 What makes a good goal?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 the health related components of fitness: Cardiorespiratory, muscular strength and endurance, flexibility	<i>Students will be skilled at...</i> S1 understanding the importance of the health related components of fitness to their overall health

Stage 1: Desired Results - Key Understandings

- Designs and implements a warm-up and cooldown regimen for a self-selected physical activity (S3.M3.8f)

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)
- Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)

K2 the state fitness test assess students' levels of health related fitness

K3 Heart rate formulas:

$220 - \text{age} = \text{maximum heart rate}$

$\text{Max heart rate} \times .7 = \text{target heart rate}$

K4 Static Stretching- stationary stretching (similar to the fitness test sit and reach) extending a set of muscles and holding the position

K5 Dynamic Stretching- active stretching movements (lunges, etc.) Doing movements that extend muscles\ Effective for warming up the body prior to exercise.

K6 Vocabulary: target heart rate, resting heart rate, static stretching, dynamic stretching, cardiorespiratory

S2 analyzing data to determine areas for growth and identifying exercises and activities that target those areas.

S3 Set a realistic personal health goal and take steps to reach the goal.

S4 Demonstrate adaptability and persistence when faced with challenges