

**Physical Education Brunswick School Department  
Grade 8  
Fitness Circuit Training**

<p align="center"><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Correctly performing various physical activities is designed to improve and maintain muscular strength and endurance, flexibility, cardiovascular endurance, and body composition.</li> <li>▪ Properly utilizing fitness machines and equipment is essential.</li> <li>▪ Developing a fitness SMART goal helps to become physically fit.</li> <li>▪ The acronym FITT can be used to help design a fitness program based on preferred workout stations.</li> </ul>
<p align="center"><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ How are cardio machines properly utilized?</li> <li>▪ How are universal gym stations properly utilized?</li> <li>▪ How are medicine balls and flexibility balls properly utilized?</li> <li>▪ How are stretch tubing and dumbbells properly utilized?</li> <li>▪ How are pull-up bars, ladders, pegboards, heavy bags, and speed bags properly utilized?</li> <li>▪ How are abdominal, flexibility, and stretching (upper and lower body) stations properly utilized?</li> <li>▪ How are agility, cardio-coordination, balance, and coordination (hand-eye, foot-eye) stations properly utilized?</li> </ul>
<p align="center"><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ Cardiovascular endurance is doing activities that require using oxygen for a long period of time.</li> <li>▪ Muscular endurance is the ability of muscles to perform a task over and over again.</li> <li>▪ Muscular strength is the ability of muscles to be able to perform one more effort.</li> <li>▪ Flexibility is having muscles and joints move in a complete range of motion (ROM).</li> <li>▪ Body composition is the ratio of fat to muscle on the body.</li> <li>▪ Frequency means how often you exercise</li> <li>▪ Intensity means how hard you work during exercise.</li> <li>▪ Time means how long you exercise.</li> <li>▪ Type means the kind of activity you are doing (cardio, strength, etc.)</li> </ul> <p><b><u>Rules of Circuit Training:</u></b></p> <ul style="list-style-type: none"> <li>○ No running or horseplay.</li> <li>○ Use equipment as it is designed to be used.</li> <li>○ Put equipment back in place when rotate stations.</li> <li>○ Follow directions at each station. If you don't understand, ask for help.</li> <li>○ Stay at station until signal to change and work-out entire time at each station.</li> <li>○ Work hard to individually improve weaker fitness areas.</li> <li>○ Work appropriately with group assignments.</li> </ul>

**Physical Education Brunswick School Department  
Grade 8  
Fitness Circuit Training**

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition.</li> <li>○ Frequency, intensity, time, type, circuit-training stations</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate proper use of equipment while rotating through circuit-training stations.</li> <li>▪ Demonstrate understanding of circuit-training principles.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>Health and Physical Education.</u></p> <p>G. Movement/Motor Skills and Knowledge</p> <p>G1. Stability and Force Students change their motion and the motion of objects by applying the principles of stability and force during skill practice.</p> <ul style="list-style-type: none"> <li>a. Demonstrate the principle of opposition.</li> <li>d. Demonstrate lifts and actions that decrease risk for injury.</li> </ul> <p>G2. Movement Skills Students demonstrate motor skills and manipulative skills during drills or modified games/physical activities.</p> <ul style="list-style-type: none"> <li>a. Demonstrate correct technique for motor skills and manipulative skills during drills or modified games/physical activities.</li> <li>b. Combine manipulative skills with motor skills during drills or modified games/physical activities.</li> </ul> <p>G3. Skill-Related Fitness Components Students describe the following skill-related components: balance, coordination, agility, speed, and power.</p> <p>G4. Skill Improvement Students explain how specific, positive, and correct feedback affect skill improvement.</p> <p>H. Physical Fitness Activities and Knowledge</p> <p>H 1. Fitness Assessment Students participate in a health-related fitness assessment that addresses a variety of health-related fitness components to establish personal fitness goals.</p> <p>H2. Health-Related Fitness Plan Students design a fitness program from established goals which addresses the five health-related fitness components and applies the frequency, intensity, time, and type (FITT) guidelines.</p> <p>H3. Fitness Activity Students participate in physical activities that address</p>

**Physical Education Brunswick School Department  
Grade 8  
Fitness Circuit Training**

	<p>personal fitness goals for the health-related fitness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition.</p> <p>H4. Physical Activity Benefits Students describe physiological responses and physical, mental/intellectual, emotional, and social benefits related to regular participation in physical activity.</p> <p>I. Personal and Social Skills and Knowledge</p> <p>11. Cooperative Skills Students demonstrate cooperative and inclusive skills while participating in physical activities.</p> <p>b. Respond appropriately to peer pressure. c. Manage conflict. d. Engage peers respectfully in activities.</p> <p>12. Students demonstrate responsible personal behaviors while participating in physical activities.</p> <p>13. Safety Rules and Rules of Play Students describe game/physical activity rules and safety rules and their purpose.</p> <p>a. Explain the purpose for modifying playing rules in specified situations. b. Explain the safety rules and possible risks associated with specific games/physical activities.</p>
<p align="center"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Walk students through each of 12 circuit-training stations, demonstrating equipment use and explaining levels of challenge.</li> <li>▪ Set students up in groups of 4 -5 and assign a station for each group to start circuit. Do a 3 – 5 minutes/station shortened work-out as preliminary introduction to unit.</li> <li>▪ Second class, divide into groups, assign station, and work-out 6 – 8 minutes/station rotating through all 12 stations during period.</li> </ul>
<p align="center"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Have students demonstrate proper mechanics at each station utilizing equipment or exercises</li> </ul>
<p align="center"><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>Complete Physical Education Plans For Grades 7-12 – Kleinman</u></li> <li>○ <u>Physical Education for Children – Lee, Thomas, Thomas</u></li> <li>○ <u>Student-Centered Physical Education – Smith, Cestaro</u></li> <li>○ <u>PE Games &amp; Activities Kit – Ken Lumsden</u></li> <li>○ <u>President’s Council on Physical Fitness Manual – US Government pamphlet.</u></li> </ul> </li> <li>▪ <u>Websites:</u> <ul style="list-style-type: none"> <li>○ <a href="http://www.pecentral.org">www.pecentral.org</a></li> </ul> </li> </ul>

**Physical Education Brunswick School Department  
Grade 8  
Fitness Circuit Training**