## Physical Education
### Unit 6: Fitness Circuit Training

### Essential Understandings
- Correctly performing various physical activities is designed to improve and maintain muscular strength and endurance, flexibility, cardiovascular endurance, and body composition.
- Properly utilizing fitness machines and equipment is essential.
- Developing a fitness SMART goal helps to become physically fit.
- The acronym FITT can be used to help design a fitness program based on preferred workout stations.

### Essential Questions
- How are cardio machines properly utilized?
- How are universal gym stations properly utilized?
- How are medicine balls and flexibility balls properly utilized?
- How are stretch tubing and dumbbells properly utilized?
- How are pull-up bars, ladders, pegboards, heavy bags, and speed bags properly utilized?
- How are abdominal, flexibility, and stretching (upper and lower body) stations properly utilized?
- How are agility, cardio-coordination, balance, and coordination (hand-eye, foot-eye) stations properly utilized?

### Essential Knowledge
- Cardiovascular endurance is doing activities that require using oxygen for a long period of time.
- Muscular endurance is the ability of muscles to perform a task over and over again.
- Muscular strength is the ability of muscles to be able to perform one more effort.
- Flexibility is having muscles and joints move in a complete range of motion (ROM).
- Body composition is the ratio of fat to muscle on the body.
- Frequency means how often you exercise.
- Intensity means how hard you work during exercise.
- Time means how long you exercise.
- Type means the kind of activity you are doing (cardio, strength, etc.)

### Rules of Circuit Training:
- No running or horseplay.
- Use equipment as it is designed to be used.
- Put equipment back in place when rotate stations.
- Follow directions at each station. If you don’t understand, ask for help.
- Stay at station until signal to change and work-out entire time at each station.
- Work hard to individually improve weaker fitness areas.
- Work appropriately with group assignments.
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| Vocabulary | Terms:  
| o Cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition.  
| o Frequency, intensity, time, type, circuit-training stations  
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| Essential Skills | Demonstrate proper use of equipment while rotationing through circuit-training stations.  
| Demonstrate understanding of circuit-training principles.  
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| Related Maine Learning Results | Health and Physical Education.  
| G. Movement/Motor Skills and Knowledge  
| G1. Stability and Force  
| Students change their motion and the motion of objects by applying the principles of stability and force during skill practice.  
| a. Demonstrate the principle of opposition.  
| d. Demonstrate lifts and actions that decrease risk for injury.  
| G2. Movement Skills  
| Students demonstrate motor skills and manipulative skills during drills or modified games/physical activities.  
| a. Demonstrate correct technique for motor skills and manipulative skills during drills or modified games/physical activities.  
| b. Combine manipulative skills with motor skills during drills or modified games/physical activities.  
| G3. Skill-Related Fitness Components  
| Students describe the following skill-related components: balance, coordination, agility, speed, and power.  
| G4. Skill Improvement  
| Students explain how specific, positive, and correct feedback affect skill improvement.  
| H. Physical Fitness Activities and Knowledge  
| 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.  
| 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.  
| H3. Fitness Activity  
| Students participate in physical activities that address personal fitness goals for the health-related fitness |
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Components including flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition.

**H4. Physical Activity Benefits**  
Students describe physiological responses and physical, mental/intellectual, emotional, and social benefits related to regular participation in physical activity.

### I. Personal and Social Skills and Knowledge

#### I1. Cooperative Skills
Students demonstrate cooperative and inclusive skills while participating in physical activities.

- Respond appropriately to peer pressure.
- Manage conflict.
- Engage peers respectfully in activities.

#### I2. Students demonstrate responsible personal behaviors while participating in physical activities.

#### I3. Safety Rules and Rules of Play
Students describe game/physical activity rules and safety rules and their purpose.

- Explain the purpose for modifying playing rules in specified situations.
- Explain the safety rules and possible risks associated with specific games/physical activities.

### Sample Lessons And Activities

- Walk students through each of 12 circuit-training stations, demonstrating equipment use and explaining levels of challenge.
- 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.
- Second class, divide into groups, assign station, and work-out 6 – 8 minutes/station rotating through all 12 stations during period.

### Sample Classroom Assessment Methods

- Have students demonstrate proper mechanics at each station utilizing equipment or exercises

### Sample Resources

- **Published Resources:**
  - Complete Physical Education Plans For Grades 7-12 – Kleinman
  - Physical Education for Children – Lee, Thomas, Thomas
  - Student-Centered Physical Education – Smith, Cestaro
  - PE Games & Activities Kit – Ken Lumsden

- **Websites:**
  - www.pecentral.org

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