

Physical Education
Unit 6: Fitness Circuit Training

<p align="center">Essential Understandings</p>	<ul style="list-style-type: none"> ▪ 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.
<p align="center">Essential Questions</p>	<ul style="list-style-type: none"> ▪ 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?
<p align="center">Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ 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.) <p><u>Rules of Circuit Training:</u></p> <ul style="list-style-type: none"> ○ 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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<p align="center">Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition. ○ Frequency, intensity, time, type, circuit-training stations
<p align="center">Essential Skills</p>	<ul style="list-style-type: none"> ▪ Demonstrate proper use of equipment while rotating through circuit-training stations. ▪ Demonstrate understanding of circuit-training principles.
<p align="center">Related Maine Learning Results</p>	<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"> a. Demonstrate the principle of opposition. d. Demonstrate lifts and actions that decrease risk for injury. <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"> 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. <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 personal fitness goals for the health-related fitness</p>

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	<p>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>I1. 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>I2. Students demonstrate responsible personal behaviors while participating in physical activities.</p> <p>I3. 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>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ 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.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Have students demonstrate proper mechanics at each station utilizing equipment or exercises
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Complete Physical Education Plans For Grades 7-12 – Kleinman</u> ○ <u>Physical Education for Children – Lee, Thomas, Thomas</u> ○ <u>Student-Centered Physical Education – Smith, Cestaro</u> ○ <u>PE Games & Activities Kit – Ken Lumsden</u> ○ <u>President’s Council on Physical Fitness Manual – US Government pamphlet.</u> ▪ <u>Websites:</u> <ul style="list-style-type: none"> ○ www.pecentral.org

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