

6th grade Fitness Objectives

P1: The student will put on and activate a heart rate monitor 2 out of 3 times.

P2: The student will demonstrate which buttons start and stop the heart rate monitor 2 out of 3 times.

P3: The student will demonstrate, using 2 fingers, the correct place to take the pulse on the wrist 3 out of 4 times.

P4: TSW demonstrate knowledge of their target heart rate, by keeping their heart rate in the zone during activity 60% of the time.

P5: The student will demonstrate activities that show warm up 3 out of 4 times.

C1: The student will identify, when asked, activities that can be used as a warm-up, 3 out of 4 times.

C2: The student will identify on a written test, the purpose of a warm-up, 3 out of 4 times.

P6: The student will demonstrate activities that can be used in the exercise phase of work out program 3 out of 4 times.

The student will identify, when asked, activities that can be used as in the exercise phase of a workout, 3 out of 4 times.

The student will identify, on a written test, the purpose of the workout phase, 3 out of 4 times.

The student will demonstrate activities that show cool down 3 out of 4 times.

The student will identify, when asked, activities that can be used in the cool down phase of an exercise program, 3 out of 4 times.

The student will identify, on a written test, the purpose of the cool down phase, 3 out of 4 times.

TSW will identify verbally, 3 of the 5 components of fitness.

TSW will identify on a written test, which item is not a component of fitness, when given a list of 6 items.

TSW will verbally indicate what component of fitness an activity belongs to, when asked, 3 out of 5 times.

TSW list on a written test, benefits of staying physically fit, 4 out of 5 times.

TSW, within in a group setting, will verbally identify 2 benefits of staying physically fit when called upon, 4 out of 5 students.