

Student \_\_\_\_\_

Period \_\_\_\_\_

### Unit 6: Fitness Grade 8

- 1 I've heard of this but I'm not sure what it means.
- 2 I know this.
- 3 I could use this to solve a problem myself.
- 4 I could teach this to a classmate.

Confidence Levels <b>Before</b>		Confidence Level <b>After</b>
1 2 3 4	I can list and explain the five components of health related physical fitness.	1 2 3 4
1 2 3 4	I can explain why physical activity and exercise are so important in maintaining health and wellness.	1 2 3 4
1 2 3 4	I can compare and contrast aerobic and anaerobic activities.	1 2 3 4
1 2 3 4	I can demonstrate different ways of measuring fitness for cardiovascular endurance and muscular strength and endurance.	1 2 3 4
1 2 3 4	I can explain the definition of body composition.	1 2 3 4
1 2 3 4	I can explain several different ways of estimating body composition.	1 2 3 4
1 2 3 4	I can discuss the relationship between heredity and attitude toward my own personal level of fitness.	1 2 3 4
1 2 3 4	I can utilize S.M.A.R.T. goal setting principles in setting personal fitness goals.	1 2 3 4
1 2 3 4	I can explain how choosing fitness activities	1 2 3 4

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	much like food choices are influenced by a variety of factors.	
1 2 3 4	I can explain the basic principles of building fitness. (FIT)	1 2 3 4
1 2 3 4	I can explain the components of a work-out.	1 2 3 4
1 2 3 4	I can explain the importance of proper hydration, nutrition and the health risk related to extreme weather.	1 2 3 4
1 2 3 4	I can demonstrate and explain P.R.I.C.E.	1 2 3 4
1 2 3 4	I can use the vocabulary from this unit to describe what I have learned.	1 2 3 4