

## PBA: Fitness Planning

<b>Step 1: Choose the goals/objectives to be assessed.</b>		
SOL/Goal/ Objective(s)	By August 2018 STUDENT independently will increase his strength through weightlifting by performing at least 5 exercises of 3 sets of 10 repetitions for the upper body and the same for the lower body while displaying slow and controlled form and lifting each repetition consecutively (without pauses) as measured by keeping a daily lifting chart.	
<b>Step 2: Complete at least one bullet in each GRASPS area below to help you create an authentic scenario to assess the identified objectives.</b>		
<b>Acronym</b>	<b>Choose 1 sentence-starter for each letter and complete it in the third column below.</b>	
<b>Goal</b>	<ul style="list-style-type: none"> <li>●Your task is __</li> <li>●The goal is to __</li> <li>●The problem or challenge is __</li> </ul>	<u>Your goal is to improve upper body and lower body strength and endurance.</u>
<b>Role</b>	<ul style="list-style-type: none"> <li>●You are __</li> <li>●You have been asked to __</li> <li>●Your job is __</li> </ul>	<u>You have been asked to improve your upper body strength and posture through your daily lifting program.</u>
<b>Audience</b>	<ul style="list-style-type: none"> <li>●Your clients are __</li> <li>●The target audience is __</li> <li>●You need to convince __</li> </ul>	<u>You need to convince your family that this is an important activity that will help and provide a good strength foundation to enhance your physical activity level.</u>
<b>Situation</b>	<ul style="list-style-type: none"> <li>●The context you find yourself in is __</li> <li>●The challenge involves dealing with __</li> </ul>	<u>The context you find yourself in is: I need to select five upper body lifts targeting arms, chest and back as well as five lower body focusing on the hamstrings, quads, gastrocnemius, groins, hip flexors that improve my overall strength</u>
<b>Product</b>	<ul style="list-style-type: none"> <li>●You will create a __ in order to __</li> <li>●You need to develop __ so that __</li> </ul>	<u>You will create a lifting program targeting the muscle groups identified. The program will be approved by the teacher and parents.</u>
<b>Standards &amp; Criteria for Success</b>	<ul style="list-style-type: none"> <li>●Your performance needs to __</li> <li>●Your work will be judged by __</li> <li>●Your product must meet the following standards: __</li> </ul>	<u>Your work will be judged by your teacher and parents.</u>

**Step 3: Use the completed sentences above to write a scenario students will read and follow to complete this performance-based assessment. Type it in the empty box that follows:**

STUDENT will set up a weight training program that will focus on upper body and lower body lifts on Monday, Wednesdays and Fridays throughout the summer. He is going to keep a daily log and the program will be approved by the teacher and parents. He will re-evaluate his progress every two weeks and determine if progress is being made and if he can add weight to the respective lift. STUDENT will be assessed by the teacher on the first day to determine the amount of weight he will begin lifting for each exercise.

**Step 4: Align your summative, performance-based assessment with a grading rubric.**

CATEGORY	4	3	2	1	Total
<b>Research of weight training programs or exercises related respective lifts</b>	Student will research and describe different types of weight programs targeting both the upper and lower body strength and endurance.	Students will research and submit a written document on the different types of weight programs targeting strength and endurance.	Student with help of parents will research and develop a weight training program targeting the upper and lower body strength and endurance.	Student with the help and assistance of teacher will research and develop a weight training program targeting upper and lower body strength and endurance.	___/4
<b>Daily log</b>	Student maintains daily log that includes the five lifts with 3 sets and 10 reps for the respective targeted body lift. Student records feedback about proper form and lifts in the daily log. Student can describe the challenges and successes he is experiencing in his lifting program.	Student maintains daily log that includes the five lifts with 2 sets and 10 reps for the respective targeted body lift. Student with the help of his parent records feedback on the daily lifts.	Student maintains daily log that includes the five lifts with 2 sets and 8 reps for the respective targeted body lift. Student with the help of his parent recording feedback on the daily lifts.	Student maintains daily log that includes 3-4 lifts with 3 sets and 10 reps for the respective targeted body lift. Student with the help of his parent records feedback on the daily lifts.	___/4
<b>SMART Goal(s)</b>	Student created a SMART Goal and made a connection to the weight training program.	Student selected a SMART Goal from a parent and student generated weight training program and made a connection to practice over time.	Student selected a SMART Goal from a teacher-generated weight training program made a connection to practice over time with teacher assistance.	Student worked on SMART Goal that was teacher-generated and made a connection to weight training program over time with teacher assistance.	___/4
<b>Student Reflection</b>	Reflection includes analyzing the approach to the lifting program and the benefits that were gained. Includes social, emotional and physical benefits associated with the lifting program.	Reflection includes describing the approach to weight training program along with the social, emotional and physical benefits realized.	Reflection includes describing the approach to the weight training program and the physical benefits.	Reflection includes just describing the lifts of the program.	___/4

