



Physical Education

Fitness and Wellness 7.1

2021-2022

**Department of Academic Services
Office of Teaching and Learning
Curriculum Division**

COLUMBUS CITY SCHOOLS

Curriculum Map

Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Units;
- Standards/Learning Targets; and
- Timeframes.



Scope and Sequence

The Scope and Sequence provides a detailed overview of each grading period, including:

- Units;
- Standards/Learning Targets;
- Timeframes;
- Big Ideas and Essential Questions; and
- Strategies and Activities.



Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets;
- Content Elaborations;
- Sample Assessments;
- Instructional Strategies; and
- Instructional Resources.

Quarter-at-a-Glance**Quarter X**

	Unit 1. Physical Fitness (3A & B) 2 Weeks
	1.1 Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance. (3A) – Learning Targets 1, 2, 3 1.2 Utilizes principles and practices to design a personalized health-related fitness plan, (3B) -Learning Targets 4, 5, 6, 7, 8, 9
	Unit 2. Motor Skills and Movement Patterns (1A) 2 Weeks
	2.1 Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities. (1A)- Learning Target 10, 11, 12
	Unit 3. Small-Sided Games (1B) 5 Week
	3.1 Demonstrates critical elements of specialized manipulative skills in a variety of settings. (1B) Learning Target # 13, 14, 15, 16

Quarter Y

Unit 4. Tactics (2A)	2 Weeks
4.1 Apply tactical concepts and performance principles in game-like settings. (2A) – Learning Targets 17, 18, 19	

Unit 5. Biomechanical Principles (2B)	3 Weeks
5.1 Demonstrates knowledge of critical elements and biomechanical principles for specialized skills. (2B) –Learning Targets 20, 21	

Unit 6. Responsible Personal Behavior and Social Behavior (RPSB) (4A & B)	1 Week
6.1 Develops and applies rules, safe practices and procedures in physical activity settings (4A) –Learning Targets 22, 23, 24	
6.2 Communicates effectively with others to promote respect and conflict resolution in physical activity settings.(4B) – Learning Targets 25, 26, 27, 28	

Unit 7. The value of physical activity (5A & B)	1 Week
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7.1 Makes a connection between participation in physical activity and physical, emotional and intellectual healthy (5A) Learning Targets-29, 30, 31

7.2 Discusses the positive impact physical activity has on his or her life (5AB) Learning Targets-32, 33, 34

Unit 8. Fitness & Wellness (6A & 8A)

1 Week

Health promotion and disease prevention (Standard 6)

Using decision-making skills to enhance health (Standard 8)

8.1 The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco. (6A) Learning Targets-35, 36, 37, 38, 39, 40

8.2 Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin. (8A) Learning Targets-41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53

Unit 9. Fitness & Wellness (7A & 9A)

1 Week

Using interpersonal communication skills to enhance health and avoid or reduce health risks (Standard 7)

Practicing health-enhancing behaviors and avoid or reduce health risks (Standard 9)

9.1 Harmful effects of venereal disease and how to avoid and reduce health risks. (7A) Learning Targets-54

9.2 Age-appropriate instruction in dating violence prevention education, which includes instruction in recognizing dating violence warning signs and characteristics of healthy relationships. (9A) Learning Targets-55, 56, 57, 58

Scope and Sequence

Unit 1. Physical Fitness			1 week
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
1.1 Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance. (3A)	<ol style="list-style-type: none"> Analyze a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines. Identify active alternatives to screen time. Analyze physical activity assessment data and create a plan to improve or maintain physical activity levels. 	<ul style="list-style-type: none"> Analyzes physical activity data. Identify moderate level activities. Identify vigorous activities. Develop an effective physical activity plan to meet physical activity guidelines. What are appropriate activities that are alternatives to screentime? 	<ul style="list-style-type: none"> Identify current level of physical activity using any recall tool, (Activity Pyramid, Activity tracker, Pedometer, etc. Collect data over at least two weekdays and one weekend day. Analyze physical activity data & develop a plan. If using technology this can address Standard 3B.

Unit I. Physical Fitness			1 week
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
1.2 Utilizes principles and practices to design a personalized health-related fitness plan. (3B)	<ol style="list-style-type: none"> 4. Describe and use technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps). 5. Adjust intensity and/or pace to stay within target heart rate or rate of perceived exertion (using RPE scale). 6. Apply the principle of specificity to identify exercises to improve muscular strength and endurance. 7. Identify activities to improve lower body flexibility. 8. Design a fitness plan based on the results of the health-related fitness assessment. 9. Identify healthy food choices and appropriate servings to balance calorie intake with energy 	<ul style="list-style-type: none"> ● Identifies technology one can use to monitor fitness. ● How to apply the FITT Principles. ● Understanding personal Target Heart Rates. ● Ways to enhance cardiovascular endurance, muscular strength and endurance as well as flexibility. ● Difference between muscular strength and muscular endurance. ● Differences between warm-up and cool-down. ● PACER, Curl up, push up and back-saver sit-and-reach ● Healthy-Fitness Zone (HFZ) ● Identifies healthy foods, snacks and beverages you will eat for exercise. 	<ul style="list-style-type: none"> ● Describes technology one can use to monitor fitness. ● Target Heart Rate in contrast to cardiovascular endurance. ● Students can select activities to enhance muscular strength and endurance. ● Provides activities for warm-up and cool down. ● Apply nutritional concepts by identifying healthy foods, snacks and beverages you will eat for exercise.

		expenditure.		
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	Unit 2. Movement			2 weeks
	Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities

<p>2.1 Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities. (1A)</p>		<p>10. Demonstrate a routine that includes a variety of movement patterns in dance, gymnastics or fitness (e.g., yoga, Zumba) with a partner or small group.</p> <p>11. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms (e.g., fitness, track and field, martial arts) in various settings.</p> <p>12. Perform basic folk/square/line-dance sequences to music.</p>	<ul style="list-style-type: none"> ● Option 1: Determine fitness skills or patterns that are considered essential (examples may include: push-ups; sit-ups; planks; bench dips; wall sits; or yoga, including child pose, mountain pose, warrior pose or downward dog). ● Option 2: Individual performance activities might include gymnastics, figure skating, track and field, inline skating, wrestling, self-defense, swimming, snowboarding, skiing, rock climbing, mountain biking and skateboarding. ● Option 3: Correct dance movement patterns for folk, social, creative, line or world dances synchronized to an external count to beat. 	<ul style="list-style-type: none"> ● Please note: archery, golf, bowling, etc., are target games and badminton, tennis, etc., are net/wall games and not individual performance activities. ● It may be necessary for teachers to add critical elements to the rubric that align to the identified skill. ● Four areas will be identified in Movement Patterns in Fitness; Upper Body, Lower Body, Abdominals and Total Body.
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Unit 3. Small-Sided Games			5 weeks
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities

	<p>3.1 Demonstrates critical elements of specialized manipulative skills in a variety of settings. (1B)</p>	<p>13. Send, receive, dribble and shoot using appropriate critical elements in practice and small-sided invasion games.</p> <p>14. Strike an object with hand or implement using appropriate critical elements in controlled practice and singles/small-sided net/wall games.</p> <p>15. Strike and field an object with foot, hand or implement using appropriate critical elements in controlled practice and small-sided striking/fielding games.</p> <p>16. Send an object to a target in controlled practice and individual/small-sided games.</p>	<ul style="list-style-type: none"> • What are invasion games, net/wall games, striking fielding games and target games. • What are critical elements? • Create modified tasks/gameplay to observe for assessment. • For each skill identified, it may be necessary for teachers to add critical elements to the rubric that align to the identified skill. 	<ul style="list-style-type: none"> • Identify the type of game used for assessment, i.e., invasion, target, striking/fielding, and net/wall. • Identify the critical elements for each of the specific skills listed in the ODE rubric. • Then, identify the tasks (small-sided, modified tasks/game play and simple drills/taks) where you will observe these skills.
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Unit 4. Tactics			3 weeks
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities

	<p>4.1 Apply tactical concepts and performance principles in game-like settings. (2A)</p>	<p>17. Create space and position self in space to create scoring opportunities.</p> <p>18. Defend space and position self in space to prevent opponents from attacking or scoring.</p> <p>19. Select the correct decision in game-like settings.</p>	<ul style="list-style-type: none"> • Invasion games are the best for assessment, since these provide the best opportunity for students to be actively involved and to demonstrate understanding of game-performance concepts. • Game components such as decision-making (where there are lots of options for players with the ball), use of space (invasion games played through 360 degrees), and defending (which players do for about 50 percent of game time). 	<ul style="list-style-type: none"> • Observe students on multiple occasions in game-performance settings. These settings should be small-sided to allow for student involvement in game play and opportunities for the teacher to observe performances. • Examples of small-sided games might include 6v6 soccer or 3v3 basketball. • Focus specifically on the level of understanding students show in terms of decision-making with the ball, creation/use of space and defense of space.
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Unit 5. Biomechanical Principles			4 weeks
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities

	<p>5.1 Demonstrates knowledge of critical elements and biomechanical principles for specialized skills. (2B)</p>	<p>20. Analyze movement using knowledge of critical elements (key points) in specialized skills in fitness, sport/games, individual performance activities and movement forms.</p> <p>21. Identify ways to improve movement performance using cues, drills or fitness activities.</p>	<ul style="list-style-type: none"> ● Break down the critical elements into preparation, execution and follow-through phases of the skill. ● Know the common errors: <ul style="list-style-type: none"> ○ Body position ○ Contact or release point ○ Release or take-off angle ○ Balance/over-balance point ○ Rotation ● Develop a plan to improve movement performance using the appropriate critical elements, drills and biomechanical principles. 	<ul style="list-style-type: none"> ● Individual Project, Students can communicate this information via a written paper, video or orally to the teacher. ● The skill chosen should be based on an activity of their choosing, possibly selected from sports, games, fitness, gymnastics, dance, outdoor activities, track and field, aquatics or other activity areas.
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	Unit 6. RPSB			.5 week
	Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities

	6.1 Develops and applies rules, safe practices and procedures in physical activity settings.(4A)	22. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity. 23. Acknowledge and apply rules to game situations to ensure personal and group safety. 24. Engage in activities, stay on task, challenge oneself and take responsibility for actions.	<ul style="list-style-type: none"> ● Recognition of unsafe situations. ● Encourages peers to promote safety. ● Applies rules, safe practices and procedures. ● Takes responsibility for actions. 	<ul style="list-style-type: none"> ● Students stay on task with little to no prompts. ● Students complete lesson tasks without supervision. ● Teacher gives prompts if needed for students to be safe and on task.
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Unit 6. RPSB			.5 week
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
6.2 Communicates effectively with others to promote respect and conflict resolution in physical activity settings.(4B)	25. Offer positive suggestions or constructive feedback to facilitate group progress. 26. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings. 27. Resolve conflict with sensitivity to the rights and feelings of others. 28. Accept and respect decisions made by the designated official.	<ul style="list-style-type: none"> ● Student leads, follows and supports group members to improve play in cooperative and competitive settings. ● Evaluates personal behavior ● Respects rights and feelings of those who may be of different backgrounds or different skills. ● Accepts and respects decisions made by the designated official. 	<ul style="list-style-type: none"> ● Students evaluate their own personal behavior to ensure positive effects on others and refine behavior with prompts from others. ● Students provide positive comments to others. ● Students shake hands and compliment others.

Unit 7. Value of Physical Activity			.5 week
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
7.1 Makes a connection between participation in physical activity and physical, emotional and intellectual health. (5A)	29. Identify activities that can provide health benefits for at least three components of fitness. 30. Describe how different physical activities have an impact on emotional health. 31. Describe how different physical activities have an impact on intellectual health.	<ul style="list-style-type: none"> Identify, describe and link multiple specific health benefits gained while participating in the physical activity. What is: <ul style="list-style-type: none"> Physical Health Emotional Health Intellectual Health 	<ul style="list-style-type: none"> Project identifies <i>two</i> specific health benefits gained while participating in the physical activity from <i>any</i> of the following categories: physical, emotional and/or intellectual health.

Unit 7. Value of Physical Activity			.5 week
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
7.2 Discusses the positive impact physical activity has on his or her life. (5B)	32. Analyze reasons to enjoy specific physical activities. 33. Analyze a specific activity the student plays because he or she finds it challenging. 34. Analyze reasons to enjoy specific physical activities the student plays because of the opportunities for social interaction.	<ul style="list-style-type: none"> Identify, describe and link multiple specific reasons to participate in physical activity. What is: <ul style="list-style-type: none"> Self-expression Social interaction Challenge Enjoyment 	<ul style="list-style-type: none"> Project expresses at least two reasons from the categories of reasons to participate in physical activity (e.g., self-expression, social interaction, challenge, enjoyment).

Unit 8. Fitness & Wellness Health promotion and disease prevention (Standard 6)			.5 week
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
8.1 The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco. (6A)	<p>35. Determine reasons and situations that lead to the use of drugs.</p> <p>36. Explain how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors.</p> <p>37. Explain how social expectations influence healthy and unhealthy drug use practices and behaviors.</p> <p>38. Explain how personal values and beliefs influence drug use practices and behaviors.</p> <p>39. Analyze how relevant influences of school and community affect drug use practices and behaviors.</p> <p>40. Analyze how the relevant influence of peers affect drug use practices and behaviors.</p>	<ul style="list-style-type: none"> ● Explain reasons some teens turn to drug use. ● Identify influences that affect drug use practices and behaviors. ● Examine how positive personal values, beliefs, and goals for their future can help them lead a drug free lifestyle. 	<ul style="list-style-type: none"> ● “Instead of Drugs I Choose...” - Reflection Sheet ● “Instead of Drugs I Choose...” - Reflection Sheet and - Person Template ● Create a visual explaining their personal interests, goals, and values that will motivate them to avoid drug abuse. - Person Template

Unit 8. Fitness & Wellness Using decision-making skills to enhance health (Standard 8)			.5 week
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
8.2 Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin. (8A)	<ul style="list-style-type: none"> • (41-46) is the same as 6A 41. Determine reasons and situations that lead to the use of drugs. 42. Explain how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors. 43. Explain how social expectations influence healthy and unhealthy drug use practices and behaviors. 44. Explain how personal values and beliefs influence drug use practices and behaviors. 45. Analyze how relevant influences of school and community affect drug use practices and behaviors. 46. Analyze how the relevant influence of peers affect drug use practices and behaviors. <p>-----</p> <p>Continue on next page</p>	<ul style="list-style-type: none"> • Same as 6A • Explain reasons some teens turn to drug use. • Identify influences that affect drug use practices and behaviors. • Examine how positive personal values, beliefs, and goals for their future can help them lead a drug free lifestyle. <p>-----</p> <p>Continue on next page</p>	<ul style="list-style-type: none"> • Same as 6A • “Instead of Drugs I Choose...” -- Reflection Sheet • “Instead of Drugs I Choose...” -- Reflection Sheet and --Person Template • Create a visual explaining their personal interests, goals, and values that will motivate them to avoid drug abuse. -- Person Template <p>-----</p> <p>Continue on next page</p>

		<p>47. Demonstrate the use of effective verbal and nonverbal communication to avoid misuse of prescription medication.</p> <p>48. Demonstrate the use of effective verbal and nonverbal communication to avoid other drug use.</p> <p>49. Demonstrate the use of effective peer resistance skills to avoid or reduce exposure to other drug use.</p> <p>-----</p> <p>50. Explain how family, culture, media, peers, and personal beliefs affect a decision related to drug use.</p> <p>51. Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to drug use.</p> <p>52. Choose a healthy alternative when making a decision related to other drug use.</p> <p>53. Analyze the effectiveness of a final outcome of a decision related to other drug use.</p>	<ul style="list-style-type: none"> ● Use effective peer resistance skills when faced with the pressure to use drugs. ● Show how to reinforce their drug free choice both verbally and nonverbally. <p>-----</p> <ul style="list-style-type: none"> ● Identify possible influences and how they affect decisions related to drug use. ● Use their knowledge of consequences and benefits for each outcome and evaluate the healthiest choice. 	<ul style="list-style-type: none"> ● Role Plays and Observer Check Sheet <p>-----</p> <ul style="list-style-type: none"> ● Bell Ringer Question and Decision Making Reflection
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Unit 9. Fitness & Wellness Using interpersonal communication skills to enhance health and avoid or reduce health risks (Standard 7)			.5 week
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
9.1 Harmful effects of venereal disease and how to avoid and reduce health risks. (7A)	54. Summarize ways to prevent the spread of sexually transmitted diseases (STDs/STIs) by avoiding behaviors that transmit blood, semen, and vaginal secretions.	<ul style="list-style-type: none"> ● 5 general areas of information: <ul style="list-style-type: none"> - Transmission - Symptoms - Treatment - Prevention - Responsibility ● How STIs are transmitted ● The types of symptoms STIs produce ● The importance of seeking treatment for STIs ● How to prevent getting an STI and ● What to do if they get an STI 	<ul style="list-style-type: none"> ● Small group activity <ul style="list-style-type: none"> ● Create Poster ● Share Poster ● Activity Summary

	<p>Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>SI.1.PHW.5.HS. Analyze the relationship between using alcohol and other drugs and sexual risk behaviors.</p> <p>SI.1.PHW.6.HS. Analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of pregnancy, HIV, and STDs, including Human Papillomavirus (HPV).</p> <p>SI.1.PHW.7.HS. Summarize the signs and symptoms of common STD's, including HIV.</p> <p>SI.1.PHW.8.HS. Summarize the problems associated with asymptomatic STDs and HIV.</p> <p>SI.1.PHW.9.HS. Summarize the short- and long-term consequences of common STDs, including HIV.</p> <p>SI.1.PHW.10.HS. Explain the importance of STD and HIV testing and counseling if sexually active.</p> <p>SI.1.PHW.11.HS. Explain the importance of immunizations, checkups, examinations and self examinations such as, breast and testicular self examinations, and health screenings such as mammograms and Pap smears necessary to maintain sexual and</p>	<p>Consent and Healthy Relationships (CHR)</p> <p>Anatomy and Physiology (AP)</p> <p>Puberty and Adolescent Sexual Development (PD)</p> <p>Gender Identity and Expression (GI)</p> <p>Sexual Orientation and Identity (SI)</p> <p>Sexual Health (SH)</p> <p>Interpersonal Violence (IV)</p>	<p>This section highlights sex education bills that were introduced during the 2020 state legislative session as well as bills that have been introduced thus far in 2021.</p> <p>Related topics such as reproductive health care, LGBTQ rights, and HIV/AIDS.</p> <p>Required sexual education and human immunodeficiency (HIV)/sexually transmitted infection (STI) instruction, stating that the board of education of each school district must establish a health education curriculum for “all schools under their control.” The health education curriculum must include “venereal disease education,” which must emphasize that “abstinence from sexual activity is the only protection that is [100 percent] effective against unwanted pregnancy, sexually transmitted disease [STD], and the sexual transmission of a virus that causes acquired immunodeficiency syndrome [AIDS].” Additionally, it must:</p> <ol style="list-style-type: none"> I. Stress that students should abstain from sexual activity until after marriage;
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		<p>reproductive health.</p>		<ol style="list-style-type: none"> 2. Teach the potential physical, psychological, emotional, and social side effects of participating in sexual activity outside of marriage; 3. Teach that conceiving children out of wedlock is likely to have harmful consequences for the child, the child's parents, and society; 4. Stress that STDs are serious possible hazards of sexual activity; 5. Advise students of the laws pertaining to financial responsibility of parents to children born in- and out-of-wedlock; and 6. Advise students of the circumstances under which it is criminal to have sexual contact with a person under the age of 16, pursuant to section 2907.04 of the Revised Code. 7. Emphasize adoption as an option for unintended pregnancies. 8. Per the Ohio Revised Code, this comprehensive sex education curriculum will require an opt-in
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				<p>protocol.</p> <p>Comprehensive Sex Education can be delivered with implementing the Opt-in process with parent permission.</p> <ol style="list-style-type: none"> 1. Emphasizes social and emotional skills as key components of healthy relationships and responsible decision making. 2. Promotes abstinence from sex as a healthy and safe choice and provides a comprehensive understanding of sexual health, sexuality, and protection methods. 3. Supports parents and other caring adults as the primary sexuality educators of their children with take-home family activities. 4. Is developmentally appropriate, inclusive of LGBTQ+ youth, trauma-informed, and aligned to the National
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				<p>Health Education Standards using the CDC's Health Education Curriculum Analysis Tool.</p> <p>CCS will require written permission from a parent or guardian before a student can attend sex education class. This is referred to as an "opt-in" policy.</p> <p>Upon written request of a parent or guardian, a student may be excused from receiving any or all of this instruction. This is used when students receive only abstinence only sex education. This is referred to as an "opt-out" policy.</p>
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Unit 9. Fitness & Wellness Practicing health-enhancing behaviors and avoid or reduce health risks (Standard 9)			.5 week
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
9.2 Age-appropriate instruction in dating violence prevention education, which includes instruction in recognizing dating violence warning signs and characteristics of healthy relationships. (9A)	55. Explain the importance of being responsible for personal health behaviors. 56. Analyze personal practices and behaviors that reduce or prevent health risks. 57. Demonstrate healthy practices and behaviors to improve the health of oneself and others. 58. Make a commitment to practice healthy behaviors.	<ul style="list-style-type: none"> Defining Caring Relationships Defining Dating Abuse Why Do People Abuse? How to Help Friends Helping Friends Overcoming Gender Stereotypes Equal Power through Communication How We Feel, How We Deal Preventing Sexual Assault 	<ul style="list-style-type: none"> Bingo game and class discussion. Discussing scenarios and reviewing stats. Large and small group discussions identifying causes and consequences. Dramatic reading and the “Friend’s Wheel”. Stories and role-playing Writing exercise “Feelings Diary” and discussing “hot buttons”. Quiz Holding a caucus and a panel of peers.

Curriculum and Instruction Guide

Unit #1 Physical Fitness

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 1.</p> <p>1. Analyze a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines.</p> <p><i>Content Statement:</i> Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance. (3A)</p>	<p><u>Essential Understanding</u> -Analyzing MVA.</p> <p><u>Extended Understanding</u> -Analyzing a variety of MVA.</p>	<p><u>Academic Vocabulary</u> -Analyze -Moderate -Vigorous -Opportunities -Guidelines</p>
<p>Ultimate Learning Target: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can analyze a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify, analyze and give examples of MVA. - The student can identify, analyze and give examples of MVA in school, home and community. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can eliminate non-MVA activities in school, home and community. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can evaluate MVA. - The student can select a variety of MVA. - The student can judge and compare MVA. 	
<p>Standard #3A (Prior Grade Benchmark) (6th grade) Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	<p>Standard #3A (Future Grade Benchmark) (8th Grade) Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	

Content Elaborations

The student will describe and identify appropriate physical activity opportunities to meet physical activity guidelines.

- Home
- School
- Community

Instructional Strategies

I. How can I improve or maintain my current level of physical activity? You could either increase your amount of time, frequency or intensity (moderate/vigorous) or suggest other activities you can use to increase physical activity.

- Home:
- Before, during or after school:
- Community:

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 6-8 to assess this performance task.

<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Physical-Education/Updated-Physical-Education-Standards-Evaluations-2/6-8-Evaluations-with-logos.pdf.aspx?lang=en-US>

[Ohio Department of Education Physical Education Evaluation Rubrics](#) - This site will take you to the Columbus City Schools Evaluation Rubrics where the grade bands are listed in MS Word documents.

[Ohio Department of Education Evaluation Data Sheets](#) - This site will take you to the Columbus City Schools Evaluation Data Sheets where the grade bands are listed in MS Excel spreadsheets.

Instructional Resources

[Online Physical Education Network \(OPEN\)](#) - This site provides teachers with sample unit plans in a variety of activities that are aligned with all benchmarks and standards.

[Columbus City Schools Physical Education Sample Units](#) - This site will provide teachers with a variety of sample units that can be implemented immediately that are all aligned with all benchmarks and standards.

[PE 6.1 Teaching Games for Understanding](#) - This site will take you to the Columbus City Schools PE 6.1 course site where additional instructional resources are located.

[Ohio Department of Education Physical Education Evaluation Rubrics](#) - This site will take you to the Columbus City Schools Evaluation Rubrics where the grade bands are listed in MS Word documents.

[Ohio Department of Education Evaluation Data Sheets](#) - This site will take you to the Columbus City Schools Evaluation Data Sheets where the grade bands are listed in MS Excel spreadsheets.

Unit #1 Physical Fitness

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 2.</p> <p>2. Identify active alternatives to screen time.</p> <p><i>Content Statement: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance. (3A)</i></p>	<p><u>Essential Understanding</u></p> <p>- Identifying active alternatives to screen time.</p> <p><u>Extended Understanding</u></p> <p>- Identifying a variety of active alternatives to screen time.</p>	<p><u>Academic Vocabulary</u></p> <p>-Identify -Active -Alternatives -Screen time</p>
<p>Ultimate Learning Target: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can identify active alternatives to screen time. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify and give examples of active alternatives to screen time. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can eliminate alternatives to screen time that are not active. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can evaluate active alternatives to screen time. - The student can select a variety of active alternatives to screen time. - The student can judge and compare active alternatives to screen time. 	
<p>Standard #3A (Prior Grade Standard) (6th Grade) Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	<p>Standard #3A (Future Grade Standard) (8th Grade) Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	

Content Elaborations

The student will describe active alternatives to screen time by:

- Identifying appropriate physical activities that are alternatives to screen time.

Instructional Strategies

1. Instead of spending time being physically inactive in front of a screen (computer, phone, TV, video game) what activities can I do to get closer to my goal of 60 minutes each day?

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 6-8 to assess this performance task.

<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Physical-Education/Updated-Physical-Education-Standards-Evaluations-2/6-8-Evaluations-with-logos.pdf.aspx?lang=en-US>

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Instructional Resources

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Unit #1 Physical Fitness

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 3.</p> <p>3. Analyze physical activity assessment data and create a plan to improve or maintain physical activity levels.</p> <p><i>Content Statement: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance. (3A)</i></p>	<p><u>Essential Understanding</u></p> <p>- Analyze assessment data and create a plan to maintain or improve PA levels.</p> <p><u>Extended Understanding</u></p> <p>- Analyze a variety of assessment data and create a plan to maintain or improve PA levels.</p>	<p><u>Academic Vocabulary</u></p> <p>-Analyze</p> <p>-Create</p> <p>-Improve</p> <p>-Maintain</p> <p>-Assessment Data</p>
<p>Ultimate Learning Target: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can analyze physical activity assessment data and create a plan to improve or maintain PA levels. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify, analyze and give examples of a variety of physical activities that will help them improve or maintain their physical activity levels. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can use their assessment data to create a plan. - The student can eliminate physical activities that will not help them improve or maintain their PA levels. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can evaluate their assessment data. - The student can select a variety of physical activities to create a plan. - The student can compare these activities to ensure that they will improve or maintain their PA levels. 	
<p>Standard #3A (Prior Grade Standard) (6th Grade) Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	<p>Standard #3A (Future Grade Standard) (8th Grade) Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	

Content Elaborations

The student will describe an effective physical activity plan to meet physical activity guidelines by:

- Analyzing physical activity data.
- Identifying appropriate physical activities.
- Developing an effective physical activity plan.

Instructional Strategies

1. Identify current level of physical activity using any physical activity recall tool (ACTIVITYGRAM, Physical Activity Pyramid, Activity tracker (FitBit), Pedometer, etc.). Collect the data over at least two weekdays and one weekend day to determine a pattern of physical activity. (Note to teachers – If technology is used to track physical activity, this activity can be used to address the technology indicator in Standard 3B.)
 - a. Identify your moderate level activities (e.g., brisk walk, dancing, gardening. You can talk, but not sing, during the activity).
 - b. Identify your vigorous activities (e.g., jogging, swimming, bicycling 10 mph or faster. you can't say more than a few words without pausing for a breath).

http://www.cdc.gov/physicalactivity/everyone/success/children_example_maria.html
2. Do I achieve at least 60 minutes of physical activity? Why or Why not?
3. How can I improve or maintain my current level of physical activity? You could either increase your amount of time, frequency or intensity (moderate/vigorous) or suggest other activities you can use to increase physical activity.
 - Home:
 - Before, during or after school:
 - Community:

Sample Assessments and Performance Tasks

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Unit #1 Physical Fitness

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 4.</p> <p>4. Describe and use technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps).</p> <p><i>Content Statement: Utilizes principles and practices to design a personalized health-related fitness plan. (3B)</i></p>	<p><u>Essential Understanding</u></p> <p>- Describe and use technology to monitor fitness.</p> <p><u>Extended Understanding</u></p> <p>- Describe and use a variety of technology to monitor fitness.</p>	<p><u>Academic Vocabulary</u></p> <p>-Technology -Monitor Fitness</p>
<p>Ultimate Learning Target: Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - Describe and use technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps). <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify, describe and give examples of technology that can be used to monitor fitness. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can use technology to monitor fitness. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can select a variety of different types of technology used to monitor fitness. - The student can evaluate different types of technology used to monitor fitness. - The student can compare different types of technology used to monitor fitness. 	
<p>Standard #3B (Prior Grade Standard) (6th Grade)</p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p>Standard #3B (Future Grade Standard) (8th Grade)</p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	

Content Elaborations

The student will:

- Describe a technology one can use to monitor fitness.

Instructional Strategies

I. Describe a technology you can use to track progress for a fitness component (or multiple components) or to help implement your fitness plan.

Sample Assessments and Performance Tasks

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Unit #1 Physical Fitness

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 5.</p> <p>5. Adjust intensity and/or pace to stay within target heart rate or rate of perceived exertion (using RPE scale).</p> <p><i>Content Statement: Utilizes principles and practices to design a personalized health-related fitness plan. (3B)</i></p>	<p><u>Essential Understanding</u></p> <p>- Adjust to stay within THR and describe RPE using the RPE scale.</p> <p><u>Extended Understanding</u></p> <p>- Understanding why adjustments need to be made to stay within THR and describe RPE using the RPE scale.</p>	<p><u>Academic Vocabulary</u></p> <p>-Adjust -Intensity -Pace -Target Heart Rate (THR) -Rates of Perceived Exertion (RPE)</p>
<p>Ultimate Learning Target: Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can adjust intensity and/or pace to stay within target heart rate or rate of perceived exertion (using RPE scale). <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify the need to adjust intensity and/or pace to stay within target heart rate or rate of perceived exertion (using RPE scale). <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can adjust THR and describe RPE using the RPE scale. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can understand how to make adjustments to stay within their target Heart Rate. - The student can describe rates of perceived exertion using the RPE scale. 	
<p>Standard #3B (Prior Grade Standard) (6th Grade)</p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p>Standard #3B (Future Grade Standard) (8th Grade)</p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	

Content Elaborations

The student will:

- Show an understanding of target heart rate in contrast to cardiovascular endurance.

Instructional Strategies

Complete the chart below (from the ODE Assessment Document) to outline your personal fitness plan. Complete the number of exercises that are sufficient for your plan.

1. Cardiovascular Endurance Chart

- Type
- Frequency
- Intensity
- Time

2. How does one determine his/her target heart rate?

3. What is your target heart rate? Please show your work on how you came to this conclusion.

Sample Assessments and Performance Tasks

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Unit #1 Physical Fitness

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 6.</p> <p>6. Apply the principle of specificity to identify exercises to improve muscular strength and endurance.</p> <p><i>Content Statement: Utilizes principles and practices to design a personalized health-related fitness plan. (3B)</i></p>	<p><u>Essential Understanding</u> -Using the principle of specificity, identify exercises to improve muscular strength and endurance.</p> <p><u>Extended Understanding</u> - Using the principle of specificity, identify a variety of exercises to improve muscular strength and endurance.</p>	<p><u>Academic Vocabulary</u></p> <p>-Apply -Principle of Specificity -Identify -Muscular Strength -Muscular Endurance</p>
<p>Ultimate Learning Target: Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can apply the principle of specificity to identify exercises to improve muscular strength and endurance. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify exercises using the principle of specificity to improve muscular strength and endurance. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can apply the principle of specificity to identify exercises to improve muscular strength and endurance. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can select exercises using the principle of specificity to improve muscular strength and endurance. - The student can evaluate the effectiveness of exercises using the principle of specificity to improve muscular strength and endurance. 	
<p>Standard #3B (Prior Grade Standard) (6th Grade) Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p>Standard #3B (Future Grade Standard) (8th Grade) Utilizes principles and practices to design a personalized health-related fitness plan.</p>	

Content Elaborations

The student will:

- Provide exercises/activities that would enhance muscular strength and endurance in various areas of the body.

Instructional Strategies

- I. Complete the chart below (from the ODE Assessment Document) to outline your personal fitness plan. Complete the number of exercises that are sufficient for your plan.
 - Muscular Strength and Endurance Upper Body
 - Muscle Strength and Endurance Abdominals and Lower Body

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 6-8 to assess this performance task.

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Unit #1 Physical Fitness

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 7.</p> <p>7. Identify activities to improve lower body flexibility.</p> <p><i>Content Statement: Utilizes principles and practices to design a personalized health-related fitness plan. (3B)</i></p>	<p><u>Essential Understanding</u> -Identify activities to improve flexibility in the lower body.</p> <p><u>Extended Understanding</u> -Identify activities to improve flexibility in various parts of the body.</p>	<p><u>Academic Vocabulary</u></p> <p>-Identify -Improve -Lower Body -Flexibility</p>
<p>Ultimate Learning Target: Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - Identify activities to improve lower body flexibility. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify activities to improve flexibility in the lower body. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify and give examples of a variety of activities to improve lower body flexibility. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can evaluate activities that will assist in improving lower body flexibility. - The student can select activities that will assist in improving lower body flexibility. - The student can judge and compare activities that will assist in improving lower body flexibility. 	
<p>Standard #3B (Prior Grade Standard) (6th Grade)</p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p>Standard #3B (Future Grade Standard) (8th Grade)</p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	

Content Elaborations

The student will:

- Provides some warm-up and cool-down activities and exercises that would enhance flexibility.

Instructional Strategies

- I. Complete the chart below (from the ODE Assessment Document) to outline your personal fitness plan. Complete the number of exercises that are sufficient for your plan.
 - Flexibility

Sample Assessments and Performance Tasks

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Unit #1 Physical Fitness

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 8.</p> <p>8. Design a fitness plan based on the results of the health-related fitness assessment.</p> <p><i>Content Statement: Utilizes principles and practices to design a personalized health-related fitness plan. (3B)</i></p>	<p><u>Essential Understanding</u> -Create a fitness plan based on the results of the health-related fitness assessment.</p> <p><u>Extended Understanding</u> -Design a detailed fitness plan based on the results of the health-related fitness assessment.</p>	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> -Design -Results -Health Related Fitness -Assessment
<p>Ultimate Learning Target: Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can design a fitness plan based on the results of the health-related fitness assessment. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can use the FITT principle to create a fitness plan based on the results of the health-related fitness assessment. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can create a fitness plan based on the results of the health-related fitness assessment. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can select and evaluate appropriate exercises needed to create a fitness plan based on the results of the health-related fitness assessment. 	
<p>Standard #3B (Prior Grade Standard) (6th Grade)</p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p>Standard #3B (Future Grade Standard) (8th Grade)</p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	

Content Elaborations

The student will:

- Provide exercises/activities that would enhance or maintain cardiovascular endurance.
- Applies FITT principles on a consistent basis.
- Understand the difference between muscular strength and muscular endurance.
- Provide some exercises/activities that would enhance muscular strength and endurance in various areas of the body.
- Determine the difference between warm-up and cool-down activities.
- Provide warm-up and cool-down activities and exercises that would enhance flexibility.

Instructional Strategies

1. Review and evaluate your fitness assessment and fill in the chart below (from the ODE Assessment Document).
2. Complete the chart below (from the ODE Assessment Document) to outline your personal fitness plan. Complete the number of exercises that are sufficient for your plan.
 - Cardiovascular Endurance
 - Muscular Strength and Endurance Upper Body
 - Muscle Strength and Endurance Abdominals and Lower Body
 - Flexibility

Sample Assessments and Performance Tasks

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Unit #1 Physical Fitness

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 9.</p> <p>9. Identify healthy food choices and appropriate servings to balance calorie intake with energy expenditure.</p> <p><i>Content Statement: Utilizes principles and practices to design a personalized health-related fitness plan. (3B)</i></p>	<p><u>Essential Understanding</u> -Balance caloric intake with energy expenditure by identifying healthy food choices and appropriate servings.</p> <p><u>Extended Understanding</u> -Identifies healthy foods, snacks and beverages to help create calorie balance, nutrient density and appropriate for exercise.</p>	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> -Identify -Servings -Balance -Calorie Intake -Energy Expenditure
<p>Ultimate Learning Target: Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can identify healthy food choices and appropriate servings to balance calorie intake with energy expenditure. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify healthy food choices and appropriate servings to balance calorie intake with energy expenditure. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can apply their knowledge of healthy foods, snacks and beverages to help create caloric balance with energy expenditure that is appropriate for exercise. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify, evaluate and select healthy food choices and appropriate servings to balance calorie intake with energy expenditure. 	
<p>Standard #3B (Prior Grade Standard) (6th Grade)</p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p>Standard #3B (Future Grade Standard) (8th Grade)</p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	

Content Elaborations

The student will:

- Identify health foods, snacks and beverages appropriate for exercise.

Instructional Strategies

1. Apply nutritional concepts (from the ODE Assessment Document) – Read and identify healthy foods, snacks or beverages you will eat before, during or after exercising depending on the different scenarios. Remember these should be “healthy choices” for calorie balance, nutrient density and appropriate for exercise and physical activity.
 - Make the “best” choice from those provided for each question:

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 6-8 to assess this performance task.

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Unit #2 Movement

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 10.</p> <p>10. Demonstrate a routine that includes a variety of movement patterns in dance, gymnastics or fitness (e.g., yoga, Zumba) with a partner or small group.</p> <p><i>Content Statement: Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities. (1A)</i></p>	<p><u>Essential Understanding</u></p> <p>-Demonstrate a dance, gymnastics or fitness routine using a variety of movement patterns with a partner or small group.</p> <p><u>Extended Understanding</u></p> <p>-Demonstrate multiple dance, gymnastics or fitness routines using a variety of movement patterns with a partner or small group.</p>	<p><u>Academic Vocabulary</u></p> <p>-Demonstrate</p> <p>-Routine</p> <p>-Movement Patterns</p>
<p>Ultimate Learning Target:</p> <p>Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can demonstrate a routine that includes a variety of movement patterns in dance, gymnastics or fitness (e.g., yoga, Zumba) with a partner or small group. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify movement patterns involved in dance, gymnastics or fitness. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can apply their knowledge of and demonstrate a variety of movement patterns in dance, gymnastics or fitness with a partner or group. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify, evaluate, select and demonstrate an appropriate variety of movement patterns in dance, gymnastics or fitness with a partner or group. 	
<p>Standard #1A (Prior Grade Standard) (6th Grade)</p> <p>Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p>	<p>Standard #1A (Future Grade Standard) (8th Grade)</p> <p>Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p>	

Content Elaborations

The student will:

- Demonstrates three to five essential fitness skills or patterns with correct technique.
(Movement patterns in fitness)

Instructional Strategies

- I. Students will demonstrate at least five essential fitness skills. The rubric provides space for the teacher or student to identify the skills or patterns to be demonstrated within the sequence. The teacher must determine fitness skills or patterns that are considered essential (examples may include: push-ups; sit-ups; planks; bench dips; wall sits; or yoga, including child pose, mountain pose, warrior pose or downward dog).

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 6-8 to assess this performance task.

<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Physical-Education/Updated-Physical-Education-Standards-Evaluations-2/6-8-Evaluations-with-logos.pdf.aspx?lang=en-US>

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Instructional Resources

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Unit #2 Motor Skills and Movement Patterns

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 11.</p> <p>11. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms (e.g., fitness, track and field, martial arts) in various settings.</p> <p><i>Content Statement: Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities. (1A)</i></p>	<p><u>Essential Understanding</u> -Demonstrate the critical elements of locomotor and non-locomotor skills in a variety of movement forms.</p> <p><u>Extended Understanding</u> -Demonstrate the critical elements of a variety of locomotor and non-locomotor skills in a variety of movement forms.</p>	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> -Demonstrate -Critical Elements -Specialized -Locomotor -Non-Locomotor -Variety -Movement Forms
<p>Ultimate Learning Target:</p> <p>Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms (e.g., fitness, track and field, martial arts) in various settings. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can apply their knowledge of and demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify, evaluate and select appropriate critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms in a variety of settings. 	

Standard #1A (Prior Grade Standard) (6th Grade)
 Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.

Standard #1A (Future Grade Standard) (8th Grade)
 Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.

Content Elaborations

The student will:

- Demonstrate correct technique of at least five basic skills from an individual performance and/or lifetime activities. (Specialized locomotor skills in individual performance activities)

Instructional Strategies

I. Students will demonstrate correct technique of at least five basic skills from an individual performance and/or lifetime activities. The skills or patterns can be teacher-selected or student-selected. The teacher must identify the skills or patterns that are advanced or basic. The skills or activity selected also might require the teacher to identify the “practice” or authentic environments. The rubric provides space for the teacher or student to identify the steps or patterns to be demonstrated within the sequence.

*Individual performance activities might include gymnastics, figure skating, track and field, inline skating, wrestling, self-defense, swimming, snowboarding, skiing, rock climbing, mountain biking and skateboarding. (Please note: archery, golf, bowling, etc., are target games and badminton, tennis, etc., are net/wall games. All are Standard I Benchmark B skills and are NOT to be assessed as Benchmark A.)

Sample Assessments and Performance Tasks

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Unit #2 Motor Skills and Movement Patterns

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 12.</p> <p>12. Perform basic folk/square/line-dance sequences to music.</p> <p><i>Content Statement: Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities. (1A)</i></p>	<p><u>Essential Understanding</u> -Perform basic folk/square/line-dance sequences to music.</p> <p><u>Extended Understanding</u> -Perform a variety of basic folk/square/line-dance sequences to music.</p>	<p><u>Academic Vocabulary</u> -Perform -Dance Sequence</p>
<p>Ultimate Learning Target:</p> <p>Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can perform basic folk/square/line-dance sequences to music. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify basic folk/square/line-dances. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can apply their knowledge of and demonstrate basic folk/square/line-dance sequences to music. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify, evaluate, select and perform basic folk/square/line-dance sequences to music. 	
<p>Standard #1A (Prior Grade Standard) (5th Grade)</p> <p>Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p>	<p>Standard #1A (Future Grade Standard) (7th Grade)</p> <p>Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p>	

Content Elaborations

The student will:

- Demonstrates correct dance movement skills and movement patterns for folk, social, creative, line or world dances synchronized to an external count or beat. (Dance Sequence)

Instructional Strategies

- I. Students will demonstrate correct rhythm and pattern for a folk, social, creative, line or world dance. The dance can be teacher selected or student selected. The rubric provides space for the teacher or student to identify the steps or patterns to be demonstrated within the dance.

Sample Assessments and Performance Tasks

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<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Physical-Education/Updated-Physical-Education-Standards-Evaluations-2/6-8-Evaluations-with-logos.pdf.aspx?lang=en-US>

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Unit #3 Small-Sided Games

Unpacked Standards / Clear Learning Targets

Learning Targets # 13.

13. Send, receive, dribble and shoot using appropriate critical elements in practice and small-sided invasion games.

Content Statement: Demonstrates critical elements of specialized manipulative skills in a variety of settings. (1B)

Essential Understanding

-Send, receive, dribble and shoot in practice and small-sided invasion games while using the correct critical elements.

Extended Understanding

-Send, receive, dribble and shoot in practice and a variety of small-sided invasion games while using the correct critical elements.

Academic Vocabulary

- Send
- Receive
- Dribble
- Shoot
- Critical Elements
- Small sided
- Invasion

Ultimate Learning Target:

Demonstrates critical elements of specialized manipulative skills in a variety of settings.

Broad Learning Target:

- The student can send, receive, dribble and shoot using appropriate critical elements in practice and small-sided invasion games.

Underpinning Knowledge Learning Targets:

- The student can identify the appropriate critical elements for sending, receiving, dribbling and shooting.

Underpinning Skills Learning Targets:

- The student can demonstrate the appropriate critical elements for sending, receiving, dribbling and shooting in practice and small-sided invasion games.

Underpinning Reasoning Learning Targets:

- The student can identify, evaluate, select and demonstrate the appropriate critical elements for sending, receiving, dribbling and shooting in practice and small-sided invasion games.

Standard #1B (Prior Grade Standard) (6th Grade)

Demonstrates critical elements of specialized manipulative skills in a variety of settings.

Standard #1B (Future Grade Standard) (8th Grade)

Demonstrates critical elements of specialized manipulative skills in a variety of settings.

Content Elaborations

The student will:

- Send passes accurately to the player in practice and game situations.
- Receive passes from a teammate using appropriate form in practice and game situations.
- Dribbles with correct form in practice and game situations.
- Demonstrate the critical elements of shooting from various locations in practice and game situations.

Instructional Strategies

1. This evaluation focuses on the development of basic essential skills needed to be successful in an invasion game setting (e.g., passing, dribbling, shooting). Students will demonstrate the identified skills for sending, receiving, dribbling and shooting in practice and small-sided games requiring basic skill execution against a defender. The teacher will observe performance in each of these settings to make a determination of the student's score. It may be necessary to observe a student more than once in a particular setting.
2. Identify the invasion game used for assessment. Identify the critical elements for each of the specific skills listed in the rubric. Then, identify the tasks (small-sided, modified tasks/game play and simple drills/tasks) where you will observe these skills.

Sample Assessments and Performance Tasks

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Unit #3 Small-Sided Games

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 14.</p> <p>14. Strike an object with hand or implement using appropriate critical elements in controlled practice and singles/small-sided net/wall games.</p> <p><i>Content Statement: Demonstrates critical elements of specialized manipulative skills in a variety of settings. (1B)</i></p>	<p><u>Essential Understanding</u> -In singles/small-sided net/wall games, strike an object with your hand or implement using appropriate critical elements.</p> <p><u>Extended Understanding</u> -Strike an object with hand or implement, in a variety of singles/small-sided net/wall games using appropriate critical elements.</p>	<p><u>Academic Vocabulary</u></p> <p>-Strike -Implement -Critical Elements</p>
<p>Ultimate Learning Target:</p> <p>Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can strike an object with hand or implement using appropriate critical elements in controlled practice and singles/small-sided net/wall games. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify the appropriate critical elements for striking an object with their hand or implement. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can demonstrate the appropriate critical elements for striking an object with their hand or implement in controlled practice and singles/small-sided net/wall games. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify, evaluate, select and demonstrate the appropriate critical elements for striking an object with their hand or implement in controlled practice and singles/small-sided net/wall games. 	
<p>Standard #1B (Prior Grade Standard) (6th Grade)</p> <p>Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p>	<p>Standard #1B (Future Grade Standard) (8th Grade)</p> <p>Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p>	

Content Elaborations

The student will:

- Demonstrate the essential net/wall skills in practice and small-sided games using the correct critical elements.

Instructional Strategies

1. This evaluation focuses on the development of basic essential skills needed to be successful in a net/wall game setting (e.g., forehand, backhand, serving, passing, setting). Students will demonstrate the identified skills in practice and small-sided games within the net/wall game category. Teachers will identify essential skills in specific practice tasks and small-sided gameplay.
2. Identify the net/wall game. Identify the critical elements for each of the skills listed in the rubric. Then identify the tasks (small-sided, modified tasks/gameplay, and simple drills/tasks) where you will observe these skills.

Sample Assessments and Performance Tasks

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Unit #3 Small-Sided Games

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 15.</p> <p>15. Strike and field an object with foot, hand or implement using appropriate critical elements in controlled practice and small-sided striking/fielding games.</p> <p><i>Content Statement: Demonstrates critical elements of specialized manipulative skills in a variety of settings. (1B)</i></p>	<p><u>Essential Understanding</u> -In small-sided games, strike and field an object with foot, hand or implement using appropriate critical elements.</p> <p><u>Extended Understanding</u> -In a variety of small-sided games, strike and field an object with foot, hand or implement using appropriate critical elements.</p>	<p><u>Academic Vocabulary</u> -Strike/Striking -Field/Fielding -Implement</p>
<p>Ultimate Learning Target:</p> <p>Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can strike and field an object with foot, hand or implement using appropriate critical elements in controlled practice and small-sided striking/fielding games. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify the appropriate critical elements for striking and fielding an object with foot, hand or implement. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can demonstrate the appropriate critical elements for striking and fielding an object with foot, hand or implement in a controlled practice and small-sided striking/fielding games. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify, evaluate, select and demonstrate the appropriate critical elements for striking and fielding an object with foot, hand or implement in a controlled practice and small-sided striking/fielding games. 	
<p>Standard #1B (Prior Grade Standard) (6th Grade) Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p>	<p>Standard #1B (Future Grade Standard) (8th Grade) Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p>	

Content Elaborations

The student will:

- Demonstrate the identified skills for striking and fielding in practice and small-sided games using the correct critical elements.

Instructional Strategies

1. This evaluation focuses on the development of basic essential skills needed to be successful in a striking/fielding game setting (e.g., striking object, fielding a ground ball, catching a fly ball, throwing). Students will demonstrate identified skills for striking/fielding in practice and small-sided game play. The teacher will observe the identified skills in practice and small-games requiring skill execution. It may be necessary to observe a student more than once in a particular setting.
2. For each skill identified it may be necessary for teachers to add critical elements to the rubric that align to the identified skill. For example, in underhand throw, the teacher may need to identify the critical elements for mature form to determine a mature pattern.

Sample Assessments and Performance Tasks

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Unit #3 Small-Sided Games

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 16.</p> <p>16. Send an object to a target in controlled practice and individual/small-sided games.</p> <p><i>Content Statement: Demonstrates critical elements of specialized manipulative skills in a variety of settings. (1B)</i></p>	<p><u>Essential Understanding</u> -Send an object to a target in controlled practice and individual/small-sided games.</p> <p><u>Extended Understanding</u> -Send an object to a target in a variety of controlled practices and individual/small-sided games.</p>	<p><u>Academic Vocabulary</u> -Send -Target -Critical Elements</p>
<p>Ultimate Learning Target:</p> <p>Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can send an object to a target in controlled practice and individual/small-sided games. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify the appropriate critical elements for sending an object to a target. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can demonstrate the ability to send an object to a target in controlled practice and individual/small-sided games. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify, evaluate, select and demonstrate sending an object to a target in controlled practice and individual/small-sided games. 	
<p>Standard #1B (Prior Grade Standard) (6th Grade)</p> <p>Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p>	<p>Standard #1B (Future Grade Standard) (8th Grade)</p> <p>Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p>	

Content Elaborations

The student will:

- Demonstrate the essential skills for throwing, striking or propelling an object in practice and small-sided games using the correct critical elements.

Instructional Strategies

1. This evaluation focuses on the development of basic essential skills needed to be successful in a target game. Students will demonstrate essential skills for throwing, striking or propelling an object in practice and small-sided games. The teacher will observe the identified skills requiring skill execution in practice and small-sided games. It may be necessary to observe a student more than once in a particular setting.
2. For each skill identified, it may be necessary for teachers to add critical elements to the rubric that align to the identified skill. For example, in underhand throw, the teacher may need to identify the critical elements for mature form for bowling to determine a mature pattern.

Sample Assessments and Performance Tasks

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Unit #4 Tactics

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 17.</p> <p>17. Create space and position self in space to create scoring opportunities.</p> <p><i>Content Statement: Apply tactical concepts and performance principles in game-like settings. (2A)</i></p>	<p><u>Essential Understanding</u></p> <p>-Create scoring opportunities by creating space and positioning yourself in open space.</p> <p><u>Extended Understanding</u></p> <p>-Create scoring opportunities consistently by creating space and positioning yourself in open space.</p>	<p><u>Academic Vocabulary</u></p> <p>-Create</p> <p>-Space</p> <p>-Opportunities</p>
<p>Ultimate Learning Target:</p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can create space and position self in space to create scoring opportunities. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify how to create space and position themselves in space to create scoring opportunities. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can demonstrate creating space and position themselves in space to create scoring opportunities. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify, understand and demonstrate creating space and position themselves in space to create scoring opportunities. 	
<p>Standard #2A (Prior Grade Standard) (6th Grade)</p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	<p>Standard #2A (Future Grade Standard) (8th Grade)</p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	

Content Elaborations

The student will:

- Demonstrate understanding of offensive tactics by moving to spaces where passes can be received when teammates have the ball.

Instructional Strategies

- I. Observe students on multiple occasions in game-performance settings. These settings should be small-sided to allow for student involvement in game play and opportunities for the teacher to observe performances. Examples of small-sided games might include 6v6 soccer or 3v3 basketball. Focus specifically on the level of understanding students show in terms of decision-making with the ball, **creation/use of space** and defense of space.
 - The ODE Assessment requires instruction in invasion games, since these provide the best opportunity for students to be actively involved and to demonstrate understanding of game-performance concepts. This is especially the case for game components such as decision-making (where there are lots of options for players with the ball), use of space (invasion games played through 360 degrees), and defending (which players do for about 50 percent of game time). Use the criteria on page 11 from the ODE Assessment to evaluate student performance.

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 6-8 to assess this performance task.

<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Physical-Education/Updated-Physical-Education-Standards-Evaluations-2/6-8-Evaluations-with-logos.pdf.aspx?lang=en-US>

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Unit #4 Tactics

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 18.</p> <p>18. Defend space and position self in space to prevent opponents from attacking or scoring..</p> <p><i>Content Statement: Apply tactical concepts and performance principles in game-like settings. (2A)</i></p>	<p><u>Essential Understanding</u></p> <p>-Defend space and position yourself in space to prevent opponents from attacking or scoring.</p> <p><u>Extended Understanding</u></p> <p>-Defend space and position yourself in space consistently to prevent opponents from attacking or scoring.</p>	<p><u>Academic Vocabulary</u></p> <p>-Defend Space</p> <p>-Prevent</p> <p>-Attacking</p>
<p>Ultimate Learning Target:</p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can defend space and position self in space to prevent opponents from attacking or scoring. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify how to defend space and position themselves in space to prevent opponents from attacking or scoring. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can demonstrate how to defend space and position themselves in space to prevent opponents from attacking or scoring. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify, understand and demonstrate how to defend space and position themselves in space to prevent opponents from attacking or scoring. 	
<p>Standard #2A (Prior Grade Standard) (6th Grade)</p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	<p>Standard #2A (Future Grade Standard) (8th Grade)</p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	

Content Elaborations

The student will:

- Demonstrate understanding of defensive tactics by moving to mark or guard opponents, to deny space and prevent opponents from attacking and scoring.

Instructional Strategies

- I. Observe students on multiple occasions in game-performance settings. These settings should be small-sided to allow for student involvement in game play and opportunities for the teacher to observe performances. Examples of small-sided games might include 6v6 soccer or 3v3 basketball. Focus specifically on the level of understanding students show in terms of decision-making with the ball, creation/use of space and **defending space**.
 - The ODE Assessment requires instruction in invasion games, since these provide the best opportunity for students to be actively involved and to demonstrate understanding of game-performance concepts. This is especially the case for game components such as decision-making (where there are lots of options for players with the ball), use of space (invasion games played through 360 degrees), and defending (which players do for about 50 percent of game time). Use the criteria on page 11 from the ODE Assessment to evaluate student performance.

Sample Assessments and Performance Tasks

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Unit #4 Tactics

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 19.</p> <p>19. Select the correct decision in game-like settings.</p> <p><i>Content Statement: Apply tactical concepts and performance principles in game-like settings. (2A)</i></p>	<p><u>Essential Understanding</u> -In a game-like setting, select the correct decisions (choose the best options).</p> <p><u>Extended Understanding</u> -In a variety of game-like settings, select the correct decisions (choose the best options).</p>	<p><u>Academic Vocabulary</u></p> <p>-Select -Game-like Settings</p>
<p>Ultimate Learning Target:</p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can select the correct decision in game-like settings. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify the correct decisions by selecting the best options in game-like settings. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can demonstrate good decision making skills by selecting the best options in game-like settings. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify, understand and demonstrate good decision making skills by selecting the best options in game-like settings. 	
<p>Standard #2A (Prior Grade Standard) (6th Grade)</p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	<p>Standard #2A (Future Grade Standard) (8th Grade)</p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	

Content Elaborations

The student will:

- Demonstrate understanding of decision making tactics by selecting the best options in game play.

Examples:

- Attack and shoot where possible
- Pass to teammate who can attack
- Play a possession pass
- Dribble to reposition

Instructional Strategies

- I. Observe students on multiple occasions in game-performance settings. These settings should be small-sided to allow for student involvement in game play and opportunities for the teacher to observe performances. Examples of small-sided games might include 6v6 soccer or 3v3 basketball. Focus specifically on the level of understanding students show in terms of **decision-making with the ball**, creation/use of space and defense of space.
 - The ODE Assessment requires instruction in invasion games, since these provide the best opportunity for students to be actively involved and to demonstrate understanding of game-performance concepts. This is especially the case for game components such as decision-making (where there are lots of options for players with the ball), use of space (invasion games played through 360 degrees), and defending (which players do for about 50 percent of game time). Use the criteria on page 11 from the ODE Assessment to evaluate student performance.

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Unit #5 Biomechanical Principles

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 20.</p> <p>20. Analyze movement using knowledge of critical elements (key points) in specialized skills in fitness, sport/games, individual performance activities and movement forms.</p> <p><i>Content Statement: Demonstrates knowledge of critical elements and biomechanical principles for specialized skills. (2B)</i></p>	<p><u>Essential Understanding</u> -Use critical elements (key points) to analyze movements in specialized skills and movement forms.</p> <p><u>Extended Understanding</u> -Use critical elements (key points) to analyze movements in a variety of specialized skills and movement forms.</p>	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> -Analyze -Critical Elements -Specialized Skills -Individual Performance -Movement Forms
<p>Ultimate Learning Target:</p> <p>Demonstrates knowledge of critical elements and biomechanical principles for specialized skills.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can analyze movement using knowledge of critical elements (key points) in specialized skills in fitness, sport/games, individual performance activities and movement forms. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify and analyze movements using knowledge of critical elements (key points) in specialized skills in fitness, sport/games, individual performance activities and movement forms. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can demonstrate the ability to analyze movements using knowledge of critical elements (key points) in specialized skills in fitness, sport/games, individual performance activities and movement forms. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify and analyze movements using knowledge of critical elements (key points) in specialized skills in fitness, sport/games, individual performance activities and movement forms. 	
<p>Standard #2B (Prior Grade Standard) (6th Grade) Demonstrates knowledge of critical elements and biomechanical principles for specialized skills.</p>	<p>Standard #2B (Future Grade Standard) (8th Grade) Demonstrates knowledge of critical elements and biomechanical principles for specialized skills.</p>	

Content Elaborations

The student will:

- Create a project identifying appropriate critical elements needed to improve the chosen skill. Describe common errors with reference to biomechanical principles.

Instructional Strategies

1. **Individual Project** - Students can communicate this information via a written paper, video or orally to the teacher. The skill chosen should be based on an activity of their choosing, possibly selected from sports, games, fitness, gymnastics, dance, outdoor activities, track and field, aquatics or other activity areas.
- **Projects should include the following components:**
 1. Description of a skill required for good performance in the activity and a list of the critical elements for performance of these skills. Critical elements for each skill can be broken into preparation, execution and follow-through phases of the skill.
 2. Description of common errors in performance of the necessary skills, referencing biomechanical principles. Examples related to errors include:
 - a. Body position – Are there errors in ready position sometimes?
 - b. Contact or release point – Is the ball thrown or hit at the correct point relative to the body?
 - c. Release or take-off angle – Is the ball thrown at the correct angle or the body take-off at the correct angle?
 - d. Balance/over-balance point – Are performers able to hold their balance correctly?
 - e. Rotation – Does the body rotate enough to generate force?

Sample Assessments and Performance Tasks

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Unit #5 Biomechanical Principles

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 21.</p> <p>21. Identify ways to improve movement performance using cues, drills or fitness activities.</p> <p><i>Content Statement: Demonstrates knowledge of critical elements and biomechanical principles for specialized skills. (2B)</i></p>	<p><u>Essential Understanding</u></p> <p>-Use cues, drills or fitness activities to identify ways to improve movement performance.</p> <p><u>Extended Understanding</u></p> <p>-Use cues, drills or fitness activities to identify a variety of ways to improve movement performance.</p>	<p><u>Academic Vocabulary</u></p> <p>-Identify</p> <p>-Individual Performance</p> <p>-Cues</p>
<p>Ultimate Learning Target:</p> <p>Demonstrates knowledge of critical elements and biomechanical principles for specialized skills.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can identify ways to improve movement performance using cues, drills or fitness activities. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify ways to improve movement performance using cues, drills or fitness activities. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can demonstrate the ability to identify ways to improve movement performance using cues, drills or fitness activities. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify, evaluate, select ways to improve movement performance using cues, drills or fitness activities. 	
<p>Standard #2B (Prior Grade Standard) (6th Grade)</p> <p>Demonstrates knowledge of critical elements and biomechanical principles for specialized skills.</p>	<p>Standard #2B (Future Grade Standard) (8th Grade)</p> <p>Demonstrates knowledge of critical elements and biomechanical principles for specialized skills.</p>	

Content Elaborations

The student will:

- Develop a plan that includes elements to improve the skill using drills, critical elements (cues) or movement principles.

Instructional Strategies

- I. Individual Project - Students can communicate this information via a written paper, video or orally to the teacher. The skill chosen should be based on an activity of their choosing, possibly selected from sports, games, fitness, gymnastics, dance, outdoor activities, track and field, aquatics or other activity areas.
- Projects should include the following component:
 - I. Develop a plan to improve movement performance using the appropriate movement principles, critical elements, drills and biomechanical principles.

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 6-8 to assess this performance task.

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Unit #6 RPSB

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 22.</p> <p>22. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.</p> <p><i>Content Statement: Develops and applies rules, safe practices and procedures in physical activity settings.(4A)</i></p>	<p><u>Essential Understanding</u> -Chooses to follow the rules, procedures and etiquette of a game or activity.</p> <p><u>Extended Understanding</u> -Chooses to follow the rules, procedures and etiquette of a variety of games or activities.</p>	<p><u>Academic Vocabulary</u> -Conscious Decision -Procedure -Etiquette</p>
<p>Ultimate Learning Target:</p> <p>Develops and applies rules, safe practices and procedures in physical activity settings.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can make a conscious decision about playing within the rules, procedures and etiquette of a game or activity. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify appropriate decisions about playing within the rules, procedures and etiquette of a game or activity. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can demonstrate the ability to make conscious decisions about playing within the rules, procedures and etiquette of a game or activity. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can analyze the importance of making a conscious decision about playing within the rules, procedures and etiquette of a game or activity to promote fairplay and safety. 	
<p>Standard #4A (Prior Grade Standard) (6th Grade)</p> <p>Develops and applies rules, safe practices and procedures in physical activity settings.</p>	<p>Standard #4A (Future Grade Standard) (8th Grade)</p> <p>Develops and applies rules, safe practices and procedures in physical activity settings.</p>	

Content Elaborations

The student will:

- Follow all rules, safe practices and procedures in class activities.

Instructional Strategies

- I. Observe student behavior in an activity that would allow the student to demonstrate the ability to follow rules, procedures and safe practices.

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 6-8 to assess this performance task.

<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Physical-Education/Updated-Physical-Education-Standards-Evaluations-2/6-8-Evaluations-with-logos.pdf.aspx?lang=en-US>

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Unit #6 RPSB

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 23.</p> <p>23. Acknowledge and apply rules to game situations to ensure personal and group safety.</p> <p><i>Content Statement: Develops and applies rules, safe practices and procedures in physical activity settings.(4A)</i></p>	<p><u>Essential Understanding</u> -Recognize and apply rules to game situations to promote personal and group safety.</p> <p><u>Extended Understanding</u> -Recognize and apply rules to a variety of game situations to promote personal and group safety.</p>	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> -Acknowledge -Apply -Game Situations -Ensure
<p>Ultimate Learning Target:</p> <p>Develops and applies rules, safe practices and procedures in physical activity settings.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - Acknowledge and apply rules to game situations to ensure personal and group safety. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify appropriate rules that should be followed in game situations to ensure personal and group safety. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can demonstrate the ability to apply and follow the rules to game situations to ensure personal and group safety. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can analyze the importance of acknowledging and applying the rules to game situations to ensure personal and group safety. 	
<p>Standard #4A (Prior Grade Standard) (8th Grade)</p> <p>Develops and applies rules, safe practices and procedures in physical activity settings.</p>	<p>Standard #4A (Future Grade Standard) (8th Grade)</p> <p>Develops and applies rules, safe practices and procedures in physical activity settings.</p>	

Content Elaborations

The student will:

- Follow all rules, safe practices and procedures in class activities.
- Recognize possible unsafe situations and seek solutions with others to ensure safety of self and others.

Instructional Strategies

- I. Observe student behavior in an activity that would allow the student to demonstrate the ability to follow rules, procedures and safe practices.

Sample Assessments and Performance Tasks

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Unit #6 RPSB

Unpacked Standards / Clear Learning Targets

Learning Targets # 24.

24. Engage in activities, stay on task, challenge oneself and take responsibility for actions.

Content Statement: Develops and applies rules, safe practices and procedures in physical activity settings.(4A)

Essential Understanding

-Participate, stay on task, challenge yourself and take responsibility for your actions.

Extended Understanding

-Participate, stay on task, challenge yourself and take responsibility for your actions in a variety of settings.

Academic Vocabulary

-Engage
-Challenge
-Responsibility

Ultimate Learning Target:

Develops and applies rules, safe practices and procedures in physical activity settings.

Broad Learning Target:

- The student can engage in activities, stay on task, challenge oneself and take responsibility for actions.

Underpinning Knowledge Learning Targets:

- The student can identify appropriate choices that should be made to engage in activities, stay on task, challenge oneself and take responsibility for actions.

Underpinning Skills Learning Targets:

- The student can engage in activities, stay on task, challenge oneself and take responsibility for actions.

Underpinning Reasoning Learning Targets:

- The student can recognize the importance of engaging in activities, staying on task, challenging oneself and taking responsibility for actions.

Standard #4A (Prior Grade Standard) (6th Grade)

Develops and applies rules, safe practices and procedures in physical activity settings.

Standard #4A (Future Grade Standard) (8th Grade)

Develops and applies rules, safe practices and procedures in physical activity settings.

Content Elaborations

The student will:

- Engage in individual, small and large group activities while staying on task.
- Complete lesson tasks without constant supervision.
- Takes responsibility for actions.

Instructional Strategies

- I. Observe student behavior in an activity that would allow the student to demonstrate the ability to follow rules, procedures and safe practices.

Sample Assessments and Performance Tasks

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Unit #6 RPSB

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 25.</p> <p>25. Offer positive suggestions or constructive feedback to facilitate group progress.</p> <p><i>Content Statement: Communicates effectively with others to promote respect and conflict resolution in physical activity settings.(4B)</i></p>	<p><u>Essential Understanding</u> -Gives positive suggestions or constructive feedback to promote group progress.</p> <p><u>Extended Understanding</u> -Gives positive suggestions or constructive feedback to promote group progress in a variety of physical activities.</p>	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> -Offer -Positive -Suggestions -Facilitate -Progress -Constructive Feedback
<p>Ultimate Learning Target:</p> <p>Communicates effectively with others to promote respect and conflict resolution in physical activity settings.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can offer positive suggestions or constructive feedback to facilitate group progress. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify appropriate positive suggestions or constructive feedback to facilitate group progress. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can demonstrate the ability to offer appropriate suggestions or constructive feedback to facilitate group progress. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can analyze the importance of offering appropriate suggestions or constructive feedback to facilitate group progress. 	

Standard #4B (Prior Grade Standard) (6th Grade)

Communicates effectively with others to promote respect and conflict resolution in physical activity settings.

Standard #4B (Future Grade Standard) (8th Grade)

Communicates effectively with others to promote respect and conflict resolution in physical activity settings.

Content Elaborations

The student will:

- Lead, follow and support group members to improve play in cooperative and competitive settings.
- Provides positive comments to classmates and does not use put downs or comments that are hurtful.
- Demonstrates cooperation with others when resolving conflict in games.

Instructional Strategies

- I. Observe student behavior in an activity that would allow the student the ability to demonstrate:
 - Cooperation
 - Respect for Others
 - Conflict Resolution & Fair Play

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 6-8 to assess this performance task.

<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Physical-Education/Updated-Physical-Education-Standards-Evaluations-2/6-8-Evaluations-with-logos.pdf.aspx?lang=en-US>

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Unit #6 RPSB

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 26.</p> <p>26. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.</p> <p><i>Content Statement: Communicates effectively with others to promote respect and conflict resolution in physical activity settings.(4B)</i></p>	<p><u>Essential Understanding</u></p> <p>-Cooperate with peers of different gender, race and ability in physical activity settings.</p> <p><u>Extended Understanding</u></p> <p>-Cooperate with peers of different gender, race and ability in a variety of physical activity settings.</p>	<p><u>Academic Vocabulary</u></p> <p>-Demonstrate</p> <p>-Cooperation</p> <p>-Peers</p>
<p>Ultimate Learning Target:</p> <p>Communicates effectively with others to promote respect and conflict resolution in physical activity settings.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The students can demonstrate cooperation with peers of different gender, race and ability in physical activity settings. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify appropriate ways to cooperate with peers of different gender, race and ability in physical activity settings. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can demonstrate the ability to cooperate with peers of different gender, race and ability in physical activity settings. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can analyze the importance of cooperating with peers of different gender, race and ability in physical activity settings. 	

Standard #4B (Prior Grade Standard) (6th Grade)

Communicates effectively with others to promote respect and conflict resolution in physical activity settings.

Standard #4B (Future Grade Standard) (8th Grade)

Communicates effectively with others to promote respect and conflict resolution in physical activity settings.

Content Elaborations

The student will:

- Respect the rights and feelings of those who may be of different backgrounds or different skill levels.
- Lead, follow and support group members to improve play in cooperative and competitive settings.
- Evaluate personal behavior to ensure positive effects on others and refines behavior if need be.
- Provide positive comments to classmates and does not use put downs or comments that are hurtful.
- Demonstrate good winner/loser behaviors (e.g., shaking hands, complimenting others, letting outcomes go).
- Demonstrate cooperation with others when resolving conflict in games.

Instructional Strategies

- I. Observe student behavior in an activity that would allow the student the ability to demonstrate:
 - Cooperation
 - Respect for Others
 - Conflict Resolution & Fair Play

Sample Assessments and Performance Tasks

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Unit #6 RPSB

Unpacked Standards / Clear Learning Targets

Learning Targets # 27.

27. Resolve conflict with sensitivity to the rights and feelings of others.

Content Statement: Communicates effectively with others to promote respect and conflict resolution in physical activity settings.(4B)

Essential Understanding

-When resolving conflict, be sensitive to the rights and feelings of others.

Extended Understanding

-Consistently show sensitivity to the rights and feelings of others when resolving conflict.

Academic Vocabulary

-Sensitivity
-Rights
-Resolving
-Conflict

Ultimate Learning Target:

Communicates effectively with others to promote respect and conflict resolution in physical activity settings.

Broad Learning Target:

- The student can resolve conflict with sensitivity to the rights and feelings of others.

Underpinning Knowledge Learning Targets:

- The student can identify appropriate ways to show sensitivity to the rights and feelings of others when resolving conflict.

Underpinning Skills Learning Targets:

- The student can demonstrate the ability to show sensitivity to the rights and feelings of others when resolving conflict.

Underpinning Reasoning Learning Targets:

- The student can analyze the importance of showing sensitivity to the rights and feelings of others when resolving conflict.

Standard #4B (Prior Grade Standard) (6th Grade)

Communicates effectively with others to promote respect and conflict resolution in physical activity settings.

Standard #4B (Future Grade Standard) (8th Grade)

Communicates effectively with others to promote respect and conflict resolution in physical activity settings.

Content Elaborations

The student will:

- Demonstrate cooperation with others when resolving conflict in games.
- Respects the rights and feelings of those who may be of different backgrounds or different skill levels.

Instructional Strategies

- I. Observe student behavior in an activity that would allow the student the ability to demonstrate:
 - Cooperation
 - Respect for Others
 - Conflict Resolution & Fair Play

Sample Assessments and Performance Tasks

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Unit #6 RPSB

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 28.</p> <p>28. Accept and respect decisions made by the designated official.</p> <p><i>Content Statement: Communicates effectively with others to promote respect and conflict resolution in physical activity settings.(4B)</i></p>	<p><u>Essential Understanding</u></p> <p>-Accept and respect decisions made by the designated official.</p> <p><u>Extended Understanding</u></p> <p>-Consistently accept and respect decisions made by the designated official.</p>	<p><u>Academic Vocabulary</u></p> <p>-Accept -Respect -Designated Official</p>
<p>Ultimate Learning Target:</p> <p>Communicates effectively with others to promote respect and conflict resolution in physical activity settings.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can accept and respect decisions made by the designated official. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify the importance of accepting and respecting the decisions made by the designated official. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can demonstrate the ability to accept and respect decisions made by the designated official. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can analyze the importance of accepting and respecting decisions made by the designated official. 	

Standard #4B (Prior Grade Standard) (6th Grade)

Communicates effectively with others to promote respect and conflict resolution in physical activity settings.

Standard #4B (Future Grade Standard) (8th Grade)

Communicates effectively with others to promote respect and conflict resolution in physical activity settings.

Content Elaborations

The student will:

- Accepts and respects decisions made by the designated official.
- Takes responsibility for actions.

Instructional Strategies

- I. Observe student behavior in an activity that would allow the student the ability to demonstrate:
 - Cooperation
 - Respect for Others
 - Conflict Resolution & Fair Play

Sample Assessments and Performance Tasks

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Unit #7 Value of Physical Activity

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 29.</p> <p>29. Identify activities that can provide health benefits for at least three components of fitness.</p> <p><i>Content Statement: Makes a connection between participation in physical activity and physical, emotional and intellectual health. (5A)</i></p>	<p><u>Essential Understanding</u> -Identify activities that can provide health benefits for at least three components of fitness.</p> <p><u>Extended Understanding</u> -Identify a variety of activities that can provide health benefits for at least three components of fitness.</p>	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> -Identify -Provide -Health Benefits -Components
<p>Ultimate Learning Target:</p> <p>Makes a connection between participation in physical activity and physical, emotional and intellectual health.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can identify activities that can provide health benefits for at least three components of fitness. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify activities that can provide health benefits for at least three components of fitness. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can describe activities that can provide health benefits for at least three components of fitness. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify, evaluate and select activities that can provide health benefits for at least three components of fitness. 	

Standard #5A (Prior Grade Standard) (6th Grade)

Makes a connection between participation in physical activity and physical, emotional and intellectual health.

Standard #5A (Future Grade Standard) (8th Grade)

Makes a connection between participation in physical activity and physical, emotional and intellectual health.

Content Elaborations

The student will:

- Identify specific health benefits gained while participating in the physical activity.

Instructional Strategies

- I. The student will describe, identify and link multiple specific health benefits and reasons to participate in a physical activity. The student could:
 - Write a Persuasive letter
 - Create a poster
 - Create a brochure
 - Create a flyer
 - Create a video or other electronic product.

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 6-8 to assess this performance task.

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Unit #7 Value of Physical Activity

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 30.</p> <p>30. Describe how different physical activities have an impact on emotional health.</p> <p><i>Content Statement: Makes a connection between participation in physical activity and physical, emotional and intellectual health. (5A)</i></p>	<p><u>Essential Understanding</u> -Describe how participating in different physical activities have an impact on emotional health.</p> <p><u>Extended Understanding</u> -Describe using specific details how participating in different physical activities have an impact on emotional health.</p>	<p><u>Academic Vocabulary</u> -Describe -Impact -Emotional Health</p>
<p>Ultimate Learning Target:</p> <p>Makes a connection between participation in physical activity and physical, emotional and intellectual health.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can describe how different physical activities have an impact on emotional health. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify how different physical activities have an impact on emotional health. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can describe how different physical activities have an impact on emotional health. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can analyze the importance of, identify and describe how different physical activities have an impact on emotional health. 	

Standard #5A (Prior Grade Standard) (6th Grade)

Makes a connection between participation in physical activity and physical, emotional and intellectual health.

Standard #5A (Future Grade Standard) (8th Grade)

Makes a connection between participation in physical activity and physical, emotional and intellectual health.

Content Elaborations

The student will:

- Identify specific emotional health benefits gained while participating in physical activity.

Instructional Strategies

- I. The student will describe, identify and link multiple specific emotional health benefits and reasons to participate in a physical activity. The student could:
 - Write a Persuasive letter
 - Create a poster
 - Create a brochure
 - Create a flyer
 - Create a video or other electronic product.

Sample Assessments and Performance Tasks

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Unit #7 Value of Physical Activity

Unpacked Standards / Clear Learning Targets

Learning Targets # 31.

31. Describe how different physical activities have an impact on intellectual health.

Content Statement: Makes a connection between participation in physical activity and physical, emotional and intellectual health. (5A)

Essential Understanding

-Describe how participating in different physical activities have an impact on intellectual health.

Extended Understanding

-Describe using specific details how different physical activities have an impact on intellectual health.

Academic Vocabulary

-Describe
-Impact
-Intellectual Health

Ultimate Learning Target:

Makes a connection between participation in physical activity and physical, emotional and intellectual health.

Broad Learning Target:

- The student can describe how different physical activities have an impact on intellectual health.

Underpinning Knowledge Learning Targets:

- The student can identify how being physically active contributes to intellectual health.

Underpinning Skills Learning Targets:

- The student can describe how being physically active contributes to intellectual health.

Underpinning Reasoning Learning Targets:

- The student can analyze the importance of, identify and describe intellectual health benefits gained while participating in physical activities.

Standard #5A (Prior Grade Standard) (6th Grade)

Makes a connection between participation in physical activity and physical, emotional and intellectual health.

Standard #5A (Future Grade Standard) (8th Grade)

Makes a connection between participation in physical activity and physical, emotional and intellectual health.

Content Elaborations

The student will:

- Identify specific intellectual health benefits gained while participating in physical activity.

Instructional Strategies

- I. The student will describe, identify and link multiple specific intellectual health benefits and reasons to participate in a physical activity. The student could:
 - Write a Persuasive letter
 - Create a poster
 - Create a brochure
 - Create a flyer
 - Create a video or other electronic product.

Sample Assessments and Performance Tasks

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Unit #7 Value of Physical Activity

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 32.</p> <p>32. Analyze reasons to enjoy specific physical activities.</p> <p><i>Content Statement: Discusses the positive impact physical activity has on his or her life. (5B)</i></p>	<p><u>Essential Understanding</u> -Analyze reasons to enjoy specific physical activities.</p> <p><u>Extended Understanding</u> -Analyze a variety of reasons to enjoy specific physical activities.</p>	<p><u>Academic Vocabulary</u> -Analyze -Enjoy -Specific</p>
<p>Ultimate Learning Target:</p> <p>Discusses the positive impact physical activity has on his or her life.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can analyze reasons to enjoy specific physical activities. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify reasons to enjoy specific physical activities. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can describe reasons to enjoy specific physical activities. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can analyze, identify and describe reasons to enjoy specific physical activities. 	
<p>Standard #5B (Prior Grade Standard) (5th Grade)</p> <p>Discusses the positive impact physical activity has on his or her life.</p>	<p>Standard #5B (Future Grade Standard) (7th Grade)</p> <p>Discusses the positive impact physical activity has on his or her life.</p>	

Content Elaborations

The student will:

- Express reasons to participate in physical activity (e.g., self-expression, social interaction, challenge, **enjoyment**).

Instructional Strategies

- I. The student will describe, identify and link multiple specific health benefits and reasons to participate in a physical activity. The student could:
 - Write a Persuasive letter
 - Create a poster
 - Create a brochure
 - Create a flyer
 - Create a video or other electronic product.

Sample Assessments and Performance Tasks

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Unit #7 Value of Physical Activity

Unpacked Standards / Clear Learning Targets

Learning Targets # 33.

33. Analyze a specific activity the student plays because he or she finds it challenging.

Essential Understanding

-Analyze a specific activity that the student plays because he/she finds it challenging.

Academic Vocabulary

-Analyze
-Specific
-Challenging

Extended Understanding

-Analyze different types of specific activities that the student plays because he/she finds it challenging.

Content Statement: Discusses the positive impact physical activity has on his or her life. (5B)

Ultimate Learning Target:

Discusses the positive impact physical activity has on his or her life.

Broad Learning Target:

- The student can analyze a specific activity the student plays because he or she finds it challenging.

Underpinning Knowledge Learning Targets:

- The student can identify a specific activity that he/she plays because he/she finds it challenging.

Underpinning Skills Learning Targets:

- The student can describe a specific activity that he/she plays because he/she finds it challenging.

Underpinning Reasoning Learning Targets:

- The student can analyze, identify and describe a specific activity that he/she plays because he/she finds it challenging.

Standard #5B (Prior Grade Standard) (6th Grade)

Discusses the positive impact physical activity has on his or her life.

Standard #5B (Future Grade Standard) (8th Grade)

Discusses the positive impact physical activity has on his or her life.

Content Elaborations

The student will:

- Express reasons to participate in physical activity (e.g., self-expression, social interaction, **challenge**, enjoyment).

Instructional Strategies

- I. The student will describe, identify and link multiple specific health benefits and reasons to participate in a physical activity. The student could:
 - Write a Persuasive letter
 - Create a poster
 - Create a brochure
 - Create a flyer
 - Create a video or other electronic product.

Sample Assessments and Performance Tasks

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<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Physical-Education/Updated-Physical-Education-Standards-Evaluations-2/6-8-Evaluations-with-logos.pdf.aspx?lang=en-US>

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Unit #7 Value of Physical Activity

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 34.</p> <p>34. Analyze reasons to enjoy specific physical activities the student plays because of the opportunities for social interaction.</p> <p><i>Content Statement: Discusses the positive impact physical activity has on his or her life. (5B)</i></p>	<p><u>Essential Understanding</u> -Analyze reasons to enjoy a specific physical activity that provides opportunities for social interaction.</p> <p><u>Extended Understanding</u> -Analyze reasons to enjoy different types of specific physical activities that provide opportunities for social interaction.</p>	<p><u>Academic Vocabulary</u> -Analyze -Specific -Opportunities -Social Interaction</p>
<p>Ultimate Learning Target:</p> <p>Discusses the positive impact physical activity has on his or her life.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can analyze reasons to enjoy specific physical activities the student plays because of the opportunities for social interaction. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify reasons to enjoy a specific physical activity that provides opportunities for social interaction. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can describe reasons to enjoy a specific physical activity that provides opportunities for social interaction. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can analyze, identify and describe reasons to enjoy a specific physical activity that provides opportunities for social interaction. 	
<p>Standard #5B (Prior Grade Standard) (6th Grade)</p> <p>Discusses the positive impact physical activity has on his or her life.</p>	<p>Standard #5B (Future Grade Standard) (8th Grade)</p> <p>Discusses the positive impact physical activity has on his or her life.</p>	

Content Elaborations

The student will:

- Express reasons to participate in physical activity (e.g., self-expression, **social interaction**, challenge, enjoyment).

Instructional Strategies

- I. The student will describe, identify and link multiple specific health benefits and reasons to participate in a physical activity. The student could:
 - Write a Persuasive letter
 - Create a poster
 - Create a brochure
 - Create a flyer
 - Create a video or other electronic product.

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 6-8 to assess this performance task.

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Unit #8 Fitness & Wellness (Health promotion and disease prevention)

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 35.</p> <p>35. Determine reasons and situations that lead to the use of drugs.</p> <p><i>Content Statement: The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco. (6A)</i></p>	<p><u>Essential Understanding</u> -Identify reasons and situations that lead to the use of drugs.</p> <p><u>Extended Understanding</u> -Identify a variety of reasons and situations that lead to the use of drugs.</p>	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> -Determine -Situations -Lead
<p>Ultimate Learning Target:</p> <p>The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can determine reasons and situations that lead to the use of drugs. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify reasons and situations that lead to the use of drugs. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can describe reasons and situations that lead to the use of drugs. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can analyze, identify and describe reasons and situations that lead to the use of drugs. 	
<p>Standard #6A (Prior Grade Standard) (6th Grade)</p> <p>N/A</p>	<p>Standard #6A (Future Grade Standard) (8th Grade)</p> <p>N/A</p>	

Content Elaborations

The student will:

- Explain reasons some teens turn to drug use.

Instructional Strategies

1. Students will examine how positive personal values, beliefs, and goals for their future can help them lead a drug free lifestyle. This lesson will explore reasons **why some teenagers abuse drugs**, and the power their own personal actions have to help them avoid these behaviors. Students will leave this lesson with a visual reminder of why they want to stay drug free for their lifetime.

- Bell Ringer (question for students to answer at the start of the lesson): Why do you think some teens abuse drugs?
- Refer to the power point slides and review the reasons why some teens use drugs.
 - Take students through the 5 reasons why some teens turn to drug use (NIDA www.drugabuse.gov):
 - To fit in
 - To feel good
 - To feel better
 - To do better
 - To experiment

Refer to the Middle School Fitness & Wellness 7.1 Curriculum Guide (Page 2) for more detailed (step-by-step) instructions.

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 6-8 to assess this performance task.

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Unit #8 Fitness & Wellness (Health promotion and disease prevention)

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 36.</p> <p>36. Explain how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors.</p> <p><i>Content Statement: The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco. (6A)</i></p>	<p><u>Essential Understanding</u> -Identify how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors.</p> <p><u>Extended Understanding</u> -Analyze how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors.</p>	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> -Explain -Perceptions -Norms -Influence
<p>Ultimate Learning Target:</p> <p>The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can explain how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can describe how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can analyze, identify and describe how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors. 	
<p>Standard #6A (Prior Grade Standard) (6th Grade)</p> <p>N/A</p>	<p>Standard #6A (Future Grade Standard) (8th Grade)</p> <p>N/A</p>	

Content Elaborations

The student will:

- Identify influences that affect drug use practices and behaviors.

Instructional Strategies

I. Students will examine how positive personal values, beliefs, and goals for their future can help them lead a drug free lifestyle. This lesson will explore reasons **why some teenagers abuse drugs**, and the power their own personal actions have to help them avoid these behaviors. Students will leave this lesson with a visual reminder of why they want to stay drug free for their lifetime.

- Bell Ringer (question for students to answer at the start of the lesson): Why do you think some teens abuse drugs?
- Refer to the power point slides and review the reasons why some teens use drugs.
 - Take students through the 5 reasons why some teens turn to drug use (NIDA www.drugabuse.gov):
 - To fit in
 - To feel good
 - To feel better
 - To do better
 - To experiment

Refer to the Middle School Fitness & Wellness 7.1 Curriculum Guide (Page 2) for more detailed (step-by-step) instructions.

Sample Assessments and Performance Tasks

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Unit #8 Fitness & Wellness (Health promotion and disease prevention)

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 37.</p> <p>37. Explain how social expectations influence healthy and unhealthy drug use practices and behaviors.</p> <p><i>Content Statement: The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco. (6A)</i></p>	<p><u>Essential Understanding</u> -Identify how social expectations influence healthy and unhealthy drug use practices and behaviors.</p> <p><u>Extended Understanding</u> -Analyze how social expectations influence healthy and unhealthy drug use practices and behaviors.</p>	<p><u>Academic Vocabulary</u></p> <p>-Explain -Social Expectations -Influence</p>
<p>Ultimate Learning Target:</p> <p>The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can explain how social expectations influence healthy and unhealthy drug use practices and behaviors. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify how social expectations influence healthy and unhealthy drug use practices and behaviors. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can describe how social expectations influence healthy and unhealthy drug use practices and behaviors. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can analyze, identify and describe how social expectations influence healthy and unhealthy drug use practices and behaviors. 	
<p>Standard #6A (Prior Grade Standard) (6th Grade) N/A</p>	<p>Standard #6A (Future Grade Standard) (8th Grade) N/A</p>	

Content Elaborations

The student will:

- Identify influences that affect drug use practices and behaviors.

Instructional Strategies

1. Students will examine how positive personal values, beliefs, and goals for their future can help them lead a drug free lifestyle. This lesson will explore reasons **why some teenagers abuse drugs**, and the power their own personal actions have to help them avoid these behaviors. Students will leave this lesson with a visual reminder of why they want to stay drug free for their lifetime.

- Bell Ringer (question for students to answer at the start of the lesson): Why do you think some teens abuse drugs?
- Refer to the power point slides and review the reasons why some teens use drugs.
 - Take students through the 5 reasons why some teens turn to drug use (NIDA www.drugabuse.gov):
 - To fit in
 - To feel good
 - To feel better
 - To do better
 - To experiment

Refer to the Middle School Fitness & Wellness 7.1 Curriculum Guide (Page 2) for more detailed (step-by-step) instructions.

Sample Assessments and Performance Tasks

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Unit #8 Fitness & Wellness (Health promotion and disease prevention)

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 38.</p> <p>38. Explain how personal values and beliefs influence drug use practices and behaviors.</p> <p><i>Content Statement: The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco. (6A)</i></p>	<p><u>Essential Understanding</u> -Identify how personal values and beliefs influence drug use practices and behaviors.</p> <p><u>Extended Understanding</u> -Analyze how personal values and beliefs influence drug use practices and behaviors.</p>	<p><u>Academic Vocabulary</u></p> <p>-Explain -Personal -Values -Beliefs -Influence</p>
<p>Ultimate Learning Target:</p> <p>The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can explain how personal values and beliefs influence drug use practices and behaviors. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify how personal values and beliefs influence drug use practices and behaviors. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can describe how personal values and beliefs influence drug use practices and behaviors. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can analyze, identify and describe how personal values and beliefs influence drug use practices and behaviors. 	
<p>Standard #6A (Prior Grade Standard) (6th Grade) N/A</p>	<p>Standard #6A (Future Grade Standard) (8th Grade) N/A</p>	

Content Elaborations

The student will:

- Identify influences that affect drug use practices and behaviors.

Instructional Strategies

I. Students will examine how positive personal values, beliefs, and goals for their future can help them lead a drug free lifestyle. This lesson will explore reasons **why some teenagers abuse drugs**, and the power their own personal actions have to help them avoid these behaviors. Students will leave this lesson with a visual reminder of why they want to stay drug free for their lifetime.

- Bell Ringer (question for students to answer at the start of the lesson): Why do you think some teens abuse drugs?
- Refer to the power point slides and review the reasons why some teens use drugs.
 - Take students through the 5 reasons why some teens turn to drug use (NIDA www.drugabuse.gov):
 - To fit in
 - To feel good
 - To feel better
 - To do better
 - To experiment

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Unit #8 Fitness & Wellness (Health promotion and disease prevention)

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 39.</p> <p>39. Analyze how relevant influences of school and community affect drug use practices and behaviors.</p> <p><i>Content Statement: The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco. (6A)</i></p>	<p><u>Essential Understanding</u></p> <p>-Explain how school and community influences affect drug use practices and behaviors.</p> <p><u>Extended Understanding</u></p> <p>-Analyze and explain in detail how school and community influences affect drug use practices and behaviors.</p>	<p><u>Academic Vocabulary</u></p> <p>-Analyze -Relevant -Influence -Affect</p>
<p>Ultimate Learning Target:</p> <p>The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can analyze how relevant influences of school and community affect drug use practices and behaviors. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify how relevant influences of school and community affect drug use practices and behaviors. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can describe how relevant influences of school and community affect drug use practices and behaviors. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can analyze, identify and describe how relevant influences of school and community affect drug use practices and behaviors. 	
<p>Standard #6A (Prior Grade Standard) (6th Grade)</p> <p>N/A</p>	<p>Standard #6A (Future Grade Standard) (8th Grade)</p> <p>N/A</p>	

Content Elaborations

The student will:

- Identify influences that affect drug use practices and behaviors.
- Examine how positive personal values, beliefs, and goals for their future can help them lead a drug free lifestyle.

Instructional Strategies

1. Students will examine how positive personal values, beliefs, and goals for their future can help them lead a drug free lifestyle. This lesson will explore reasons **why some teenagers abuse drugs**, and the power their own personal actions have to help them avoid these behaviors. Students will leave this lesson with a visual reminder of why they want to stay drug free for their lifetime.
 - Bell Ringer (question for students to answer at the start of the lesson): Why do you think some teens abuse drugs?
 - Refer to the power point slides and review the reasons why some teens use drugs.
 - Take students through the 5 reasons why some teens turn to drug use (NIDA www.drugabuse.gov):
 - To fit in
 - To feel good
 - To feel better
 - To do better
 - To experiment
2. “Instead of Drugs I Choose” worksheet
 - For each one of the five reasons, students will list 2-3 personal values, goals or beliefs to keep them from using drugs for that specific reason.
 - Give students 10 minutes to complete the worksheet

- Have students report out answers

3. “Person” template

- Divide the body into 5 sections
- For each section, write one reason some teens turn to drug use in small writing (To experiment, fit in, feel good, etc.)
- Using words, drawing pictures, and/or graphics, explain your values, beliefs and goals that will prevent you from using drugs for that reason
- Be creative and have fun!

Refer to the Middle School Fitness & Wellness 7.1 Curriculum Guide (Page 2) for more detailed (step-by-step) instructions.

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Unit #8 Fitness & Wellness (Health promotion and disease prevention)

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 40.</p> <p>40. Analyze how the relevant influence of peers affect drug use practices and behaviors.</p> <p><i>Content Statement: The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco. (6A)</i></p>		<p><u>Essential Understanding</u> -Explain how peer influences affect drug use practices and behaviors.</p> <p><u>Extended Understanding</u> -Analyze and explain in detail how peer influences affect drug use practices and behaviors.</p>	<p><u>Academic Vocabulary</u></p> <p>-Analyze -Relevant -Influence -Affect</p>
<p>Ultimate Learning Target:</p> <p>The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can analyze how the relevant influence of peers affect drug use practices and behaviors. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify how the relevant influence of peers affect drug use practices and behaviors. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can describe how the relevant influence of peers affect drug use practices and behaviors. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can analyze, identify and describe how the relevant influence of peers affect drug use practices and behaviors. 		
<p>Standard #6A (Prior Grade Standard) (6th Grade)</p> <p>N/A</p>	<p>Standard #6A (Future Grade Standard) (8th Grade)</p> <p>N/A</p>		

Content Elaborations

The student will:

- Identify influences that affect drug use practices and behaviors.
- Examine how positive personal values, beliefs, and goals for their future can help them lead a drug free lifestyle.

Instructional Strategies

1. Students will examine how positive personal values, beliefs, and goals for their future can help them lead a drug free lifestyle. This lesson will explore reasons **why some teenagers abuse drugs**, and the power their own personal actions have to help them avoid these behaviors. Students will leave this lesson with a visual reminder of why they want to stay drug free for their lifetime.
 - Bell Ringer (question for students to answer at the start of the lesson): *Why do you think some teens abuse drugs?*
 - Refer to the power point slides and review the reasons why some teens use drugs.
 - Take students through the 5 reasons why some teens turn to drug use (NIDA www.drugabuse.gov):
 - To fit in
 - To feel good
 - To feel better
 - To do better
 - To experiment
2. “Instead of Drugs I Choose” worksheet
 - For each one of the five reasons, students will list 2-3 personal values, goals or beliefs to keep them from using drugs for that specific reason.
 - Give students 10 minutes to complete the worksheet
 - Have students report out answers

3. “Person” template

- Divide the body into 5 sections
- For each section, write one reason some teens turn to drug use in small writing (To experiment, fit in, feel good, etc.)
- Using words, drawing pictures, and/or graphics, explain your values, beliefs and goals that will prevent you from using drugs for that reason
- Be creative and have fun!

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Unit #8 Fitness & Wellness (Using decision-making skills to enhance health)

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 41.</p> <p>41. Determine reasons and situations that lead to the use of drugs.</p> <p><i>Content Statement: Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin. (8A)</i></p>	<p><u>Essential Understanding</u> -Identify reasons and situations that lead to the use of drugs.</p> <p><u>Extended Understanding</u> -Identify a variety of reasons and situations that lead to the use of drugs.</p>	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> -Determine -Situations -Lead
<p>Ultimate Learning Target:</p> <p>Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can determine reasons and situations that lead to the use of drugs. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify reasons and situations that lead to the use of drugs. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can describe reasons and situations that lead to the use of drugs. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can analyze, identify and describe reasons and situations that lead to the use of drugs. 	
<p>Standard #8A (Prior Grade Standard) (6th Grade)</p> <p>N/A</p>	<p>Standard #8A (Future Grade Standard) (8th Grade)</p> <p>N/A</p>	

Content Elaborations

The student will:

- Explain reasons some teens turn to drug use.

Instructional Strategies

1. Students will examine how positive personal values, beliefs, and goals for their future can help them lead a drug free lifestyle. This lesson will explore reasons **why some teenagers abuse drugs**, and the power their own personal actions have to help them avoid these behaviors. Students will leave this lesson with a visual reminder of why they want to stay drug free for their lifetime.

- Bell Ringer (question for students to answer at the start of the lesson): Why do you think some teens abuse drugs?
- Refer to the power point slides and review the reasons why some teens use drugs.
 - Take students through the 5 reasons why some teens turn to drug use (NIDA www.drugabuse.gov):
 - To fit in
 - To feel good
 - To feel better
 - To do better
 - To experiment

Refer to the Middle School Fitness & Wellness 7.1 Curriculum Guide (Page 12) for more detailed (step-by-step) instructions.

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 6-8 to assess this performance task.

<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Physical-Education/Updated-Physical-Education-Standards-Evaluations-2/6-8-Evaluations-with-logos.pdf.aspx?lang=en-US>

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Unit #8 Fitness & Wellness (Using decision-making skills to enhance health)

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 42.</p> <p>42. Explain how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors.</p> <p><i>Content Statement: Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin. (8A)</i></p>	<p><u>Essential Understanding</u> -Identify how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors.</p> <p><u>Extended Understanding</u> -Analyze how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors.</p>	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> -Explain -Perceptions -Norms -Influence
<p>Ultimate Learning Target:</p> <p>Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can explain how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can describe how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can analyze, identify and describe how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors. 	
<p>Standard #8A (Prior Grade Standard) (6th Grade) N/A</p>	<p>Standard #8A (Future Grade Standard) (8th Grade) N/A</p>	

Content Elaborations

The student will:

- Identify influences that affect drug use practices and behaviors.

Instructional Strategies

1. Students will examine how positive personal values, beliefs, and goals for their future can help them lead a drug free lifestyle. This lesson will explore reasons **why some teenagers abuse drugs**, and the power their own personal actions have to help them avoid these behaviors. Students will leave this lesson with a visual reminder of why they want to stay drug free for their lifetime.

- Bell Ringer (question for students to answer at the start of the lesson): Why do you think some teens abuse drugs?
- Refer to the power point slides and review the reasons why some teens use drugs.
 - Take students through the 5 reasons why some teens turn to drug use (NIDA www.drugabuse.gov):
 - To fit in
 - To feel good
 - To feel better
 - To do better
 - To experiment

Refer to the Middle School Fitness & Wellness 7.1 Curriculum Guide (Page 12) for more detailed (step-by-step) instructions.

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Unit #8 Fitness & Wellness (Using decision-making skills to enhance health)

Unpacked Standards / Clear Learning Targets

Learning Targets # 43.

43. Explain how social expectations influence healthy and unhealthy drug use practices and behaviors.

Content Statement: Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin. (8A)

Essential Understanding

-Identify how social expectations influence healthy and unhealthy drug use practices and behaviors.

Extended Understanding

-Analyze how social expectations influence healthy and unhealthy drug use practices and behaviors.

Academic Vocabulary

- Explain
- Social Expectations
- Influence

Ultimate Learning Target:

Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.

Broad Learning Target:

- The student can explain how social expectations influence healthy and unhealthy drug use practices and behaviors.

Underpinning Knowledge Learning Targets:

- The student can identify how social expectations influence healthy and unhealthy drug use practices and behaviors.

Underpinning Skills Learning Targets:

- The student can describe how social expectations influence healthy and unhealthy drug use practices and behaviors.

Underpinning Reasoning Learning Targets:

- The student can analyze, identify and describe how social expectations influence healthy and unhealthy drug use practices and behaviors.

Standard #8A (Prior Grade Standard) (6th Grade)

N/A

Standard #8A (Future Grade Standard) (8th Grade)

N/A

Content Elaborations

The student will:

- Identify influences that affect drug use practices and behaviors.

Instructional Strategies

I. Students will examine how positive personal values, beliefs, and goals for their future can help them lead a drug free lifestyle. This lesson will explore reasons **why some teenagers abuse drugs**, and the power their own personal actions have to help them avoid these behaviors. Students will leave this lesson with a visual reminder of why they want to stay drug free for their lifetime.

- Bell Ringer (question for students to answer at the start of the lesson): Why do you think some teens abuse drugs?
- Refer to the power point slides and review the reasons why some teens use drugs.
 - Take students through the 5 reasons why some teens turn to drug use (NIDA www.drugabuse.gov):
 - To fit in
 - To feel good
 - To feel better
 - To do better
 - To experiment

Refer to the Middle School Fitness & Wellness 7.1 Curriculum Guide (Page 12) for more detailed (step-by-step) instructions.

Sample Assessments and Performance Tasks

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Unit #8 Fitness & Wellness (Using decision-making skills to enhance health)

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 44.</p> <p>44. Explain how personal values and beliefs influence drug use practices and behaviors.</p> <p><i>Content Statement: Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin. (8A)</i></p>	<p><u>Essential Understanding</u> -Identify how personal values and beliefs influence drug use practices and behaviors.</p> <p><u>Extended Understanding</u> -Analyze how personal values and beliefs influence drug use practices and behaviors.</p>	<p><u>Academic Vocabulary</u></p> <p>-Explain -Personal -Values -Beliefs -Influence</p>
<p>Ultimate Learning Target:</p> <p>Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can explain how personal values and beliefs influence drug use practices and behaviors. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify how personal values and beliefs influence drug use practices and behaviors. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can describe how personal values and beliefs influence drug use practices and behaviors. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can analyze, identify and describe how personal values and beliefs influence drug use practices and behaviors. 	
<p>Standard #8A (Prior Grade Standard) (6th Grade) N/A</p>	<p>Standard #8A (Future Grade Standard) (8th Grade) N/A</p>	

Content Elaborations

The student will:

- Identify influences that affect drug use practices and behaviors.

Instructional Strategies

I. Students will examine how positive personal values, beliefs, and goals for their future can help them lead a drug free lifestyle. This lesson will explore reasons **why some teenagers abuse drugs**, and the power their own personal actions have to help them avoid these behaviors. Students will leave this lesson with a visual reminder of why they want to stay drug free for their lifetime.

- Bell Ringer (question for students to answer at the start of the lesson): Why do you think some teens abuse drugs?
- Refer to the power point slides and review the reasons why some teens use drugs.
 - Take students through the 5 reasons why some teens turn to drug use (NIDA www.drugabuse.gov):
 - To fit in
 - To feel good
 - To feel better
 - To do better
 - To experiment

Refer to the Middle School Fitness & Wellness 7.1 Curriculum Guide (Page 12) for more detailed (step-by-step) instructions.

Sample Assessments and Performance Tasks

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Unit #8 Fitness & Wellness (Using decision-making skills to enhance health)

Unpacked Standards / Clear Learning Targets

Learning Targets # 45.

45. Analyze how relevant influences of school and community affect drug use practices and behaviors.

Content Statement: Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin. (8A)

Essential Understanding

-Explain how school and community influences affect drug use practices and behaviors.

Extended Understanding

-Analyze and explain in detail how school and community influences affect drug use practices and behaviors.

Academic Vocabulary

- Analyze
- Relevant
- Influence
- Affect

Ultimate Learning Target:

Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.

Broad Learning Target:

- The student can analyze how relevant influences of school and community affect drug use practices and behaviors.

Underpinning Knowledge Learning Targets:

- The student can identify how relevant influences of school and community affect drug use practices and behaviors.

Underpinning Skills Learning Targets:

- The student can describe how relevant influences of school and community affect drug use practices and behaviors.

Underpinning Reasoning Learning Targets:

- The student can analyze, identify and describe how relevant influences of school and community affect drug use practices and behaviors.

Standard #8A (Prior Grade Standard) (6th Grade)

N/A

Standard #8A (Future Grade Standard) (8th Grade)

N/A

Content Elaborations

The student will:

- Identify influences that affect drug use practices and behaviors.
- Examine how positive personal values, beliefs, and goals for their future can help them lead a drug free lifestyle.

Instructional Strategies

1. Students will examine how positive personal values, beliefs, and goals for their future can help them lead a drug free lifestyle. This lesson will explore reasons **why some teenagers abuse drugs**, and the power their own personal actions have to help them avoid these behaviors. Students will leave this lesson with a visual reminder of why they want to stay drug free for their lifetime.
 - Bell Ringer (question for students to answer at the start of the lesson): Why do you think some teens abuse drugs?
 - Refer to the power point slides and review the reasons why some teens use drugs.
 - Take students through the 5 reasons why some teens turn to drug use (NIDA www.drugabuse.gov):
 - To fit in
 - To feel good
 - To feel better
 - To do better
 - To experiment
2. “Instead of Drugs I Choose” worksheet

- For each one of the five reasons, students will list 2-3 personal values, goals or beliefs to keep them from using drugs for that specific reason.
- Give students 10 minutes to complete the worksheet
- Have students report out answers

3. “Person” template

- Divide the body into 5 sections
- For each section, write one reason some teens turn to drug use in small writing (To experiment, fit in, feel good, etc.)
- Using words, drawing pictures, and/or graphics, explain your values, beliefs and goals that will prevent you from using drugs for that reason
- Be creative and have fun!

Refer to the Middle School Fitness & Wellness 7.1 Curriculum Guide (Page 12) for more detailed (step-by-step) instructions.

Sample Assessments and Performance Tasks

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Unit #8 Fitness & Wellness (Using decision-making skills to enhance health)

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 46.</p> <p>46. Analyze how the relevant influence of peers affect drug use practices and behaviors.</p> <p><i>Content Statement: Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin. (8A)</i></p>		<p><u>Essential Understanding</u> -Explain how peer influences affect drug use practices and behaviors.</p> <p><u>Extended Understanding</u> -Analyze and explain in detail how peer influences affect drug use practices and behaviors.</p>	<p><u>Academic Vocabulary</u> -Analyze -Relevant -Influence -Affect</p>
<p>Ultimate Learning Target: Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.</p>	<p><u>Broad Learning Target:</u> – The student can analyze how the relevant influence of peers affect drug use practices and behaviors.</p> <p><u>Underpinning Knowledge Learning Targets:</u> – The student can identify how the relevant influence of peers affect drug use practices and behaviors.</p> <p><u>Underpinning Skills Learning Targets:</u> – The student can describe how the relevant influence of peers affect drug use practices and behaviors.</p> <p><u>Underpinning Reasoning Learning Targets:</u> – The student can analyze, identify and describe how the relevant influence of peers affect drug use practices and behaviors.</p>		
<p>Standard #8A (Prior Grade Standard) (6th Grade) N/A</p>	<p>Standard #8A (Future Grade Standard) (8th Grade) N/A</p>		

Content Elaborations

The student will:

- Identify influences that affect drug use practices and behaviors.
- Examine how positive personal values, beliefs, and goals for their future can help them lead a drug free lifestyle.

Instructional Strategies

1. Students will examine how positive personal values, beliefs, and goals for their future can help them lead a drug free lifestyle. This lesson will explore reasons **why some teenagers abuse drugs**, and the power their own personal actions have to help them avoid these behaviors. Students will leave this lesson with a visual reminder of why they want to stay drug free for their lifetime.
 - Bell Ringer (question for students to answer at the start of the lesson): Why do you think some teens abuse drugs?
 - Refer to the power point slides and review the reasons why some teens use drugs.
 - Take students through the 5 reasons why some teens turn to drug use (NIDA www.drugabuse.gov):
 - To fit in
 - To feel good
 - To feel better
 - To do better
 - To experiment
2. “Instead of Drugs I Choose” worksheet
 - For each one of the five reasons, students will list 2-3 personal values, goals or beliefs to keep them from using drugs for that specific reason.
 - Give students 10 minutes to complete the worksheet
 - Have students report out answers

3. “Person” template

- Divide the body into 5 sections
- For each section, write one reason some teens turn to drug use in small writing (To experiment, fit in, feel good, etc.)
- Using words, drawing pictures, and/or graphics, explain your values, beliefs and goals that will prevent you from using drugs for that reason
- Be creative and have fun!

Refer to the Middle School Fitness & Wellness 7.1 Curriculum Guide (Page 12) for more detailed (step-by-step) instructions.

Sample Assessments and Performance Tasks

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Unit #8 Fitness & Wellness (Using decision-making skills to enhance health)

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 47.</p> <p>47. Demonstrate the use of effective verbal and nonverbal communication to avoid misuse of prescription medication.</p> <p><i>Content Statement: Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin. (8A)</i></p>	<p><u>Essential Understanding</u></p> <p>-Demonstrate the ability to use effective verbal and nonverbal communication to avoid the misuse of prescription medication.</p> <p><u>Extended Understanding</u></p> <p>-Effectively use verbal and nonverbal communication to avoid the misuse of prescription medication.</p>	<p><u>Academic Vocabulary</u></p> <p>-Demonstrate</p> <p>-Effective</p> <p>-Verbal</p> <p>-Nonverbal</p> <p>-Avoid</p> <p>-Misuse</p> <p>-Prescription Medication</p>
<p>Ultimate Learning Target:</p> <p>Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can demonstrate the use of effective verbal and nonverbal communication to avoid the misuse of prescription medication. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify how to effectively use verbal and nonverbal communication to avoid the misuse of prescription medication. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can demonstrate how to effectively use verbal and nonverbal communication to avoid the misuse of prescription medication. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify, describe and demonstrate the use of effective verbal and nonverbal communication to avoid the misuse of prescription medication. 	
<p>Standard #8A (Prior Grade Standard) (6th Grade)</p> <p>N/A</p>	<p>Standard #8A (Future Grade Standard) (8th Grade)</p> <p>N/A</p>	

Content Elaborations

The student will:

- Learn strategies to say no to drugs and put them into practice through role play.
- Analyze the effectiveness of refusal skills by evaluating classmates' refusal skill performance through a peer evaluation.

Instructional Strategies

- I. Introduction: Today, you will practice keeping your decision to stay drug free by using refusal skills. You will have the opportunity to act out skits based on the criteria provided. The skits that are performed will be evaluated to determine what strategies they used to say no to drugs, their non-verbal message, and the positive outcome.

Teaching Steps:

- Review verbal and non-verbal communication skills
- Review “Ways to Say No to Drugs”
- Refusal Skills Skits
- Observer Check Sheet (Worksheet)

Refer to the Middle School Fitness & Wellness 7.1 Curriculum Guide (Page 18) for more detailed (step-by-step) instructions.

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 6-8 to assess this performance task.

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Unit #8 Fitness & Wellness(Using decision-making skills to enhance health)

Unpacked Standards / Clear Learning Targets

Learning Targets # 48.

48. Demonstrate the use of effective verbal and nonverbal communication to avoid other drug use.

Content Statement: Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin. (8A)

Essential Understanding

-Demonstrate the ability to use effective verbal and nonverbal communication to avoid other drug use.

Extended Understanding

-Effectively use verbal and nonverbal communication to avoid other drug use.

Academic Vocabulary

-Demonstrate
-Effective
-Verbal
-Nonverbal
-Avoid

Ultimate Learning Target:

Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.

Broad Learning Target:

- The student can demonstrate the use of effective verbal and nonverbal communication to avoid other drug use.

Underpinning Knowledge Learning Targets:

- The student can identify how to effectively use verbal and nonverbal communication to avoid other drug use.

Underpinning Skills Learning Targets:

- The student can demonstrate how to effectively use verbal and nonverbal communication to avoid other drug use.

Underpinning Reasoning Learning Targets:

- The student can identify, describe and demonstrate the use of effective verbal and nonverbal communication to avoid other drug use.

Standard #8A (Prior Grade Standard) (6th Grade)

N/A

Standard #8A (Future Grade Standard) (8th Grade)

N/A

Content Elaborations

The student will:

- Learn strategies to say no to drugs and put them into practice through role play.
- Analyze the effectiveness of refusal skills by evaluating classmates' refusal skill performance through a peer evaluation.

Instructional Strategies

- I. Introduction: Today, you will practice keeping your decision to stay drug free by using refusal skills. You will have the opportunity to act out skits based on the criteria provided. The skits that are performed will be evaluated to determine what strategies they used to say no to drugs, their non-verbal message, and the positive outcome.

Teaching Steps:

- Review verbal and non-verbal communication skills
- Review “Ways to Say No to Drugs”
- Refusal Skills Skits
- Observer Check Sheet (Worksheet)

Refer to the Middle School Fitness & Wellness 7.1 Curriculum Guide (Page 18) for more detailed (step-by-step) instructions.

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 6-8 to assess this performance task.

<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Physical-Education/Updated-Physical-Education-Standards-Evaluations-2/6-8-Evaluations-with-logos.pdf.aspx?lang=en-US>

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Instructional Resources

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Unit #8 Fitness & Wellness (Using decision-making skills to enhance health)

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 49.</p> <p>49. Demonstrate the use of effective peer resistance skills to avoid or reduce exposure to other drug use.</p> <p><i>Content Statement: Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin. (8A)</i></p>	<p><u>Essential Understanding</u></p> <p>-Demonstrate the ability to use effective peer resistance skills to avoid or reduce exposure to other drug use.</p> <p><u>Extended Understanding</u></p> <p>-Effectively use peer resistance skills to avoid or reduce exposure to other drug use.</p>	<p><u>Academic Vocabulary</u></p> <p>-Demonstrate</p> <p>-Effective</p> <p>-Verbal</p> <p>-Nonverbal</p> <p>-Avoid</p>
<p>Ultimate Learning Target:</p> <p>Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can demonstrate the use of effective peer resistance skills to avoid or reduce exposure to other drug use. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify how to effectively use peer resistance skills to avoid or reduce exposure to other drug use. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can demonstrate how to effectively use peer resistance skills to avoid or reduce exposure to other drug use. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify, describe and demonstrate the use of peer resistance skills to avoid or reduce exposure to other drug use. 	
<p>Standard #8A (Prior Grade Standard) (6th Grade)</p> <p>N/A</p>	<p>Standard #8A (Future Grade Standard) (8th Grade)</p> <p>N/A</p>	

Content Elaborations

The student will:

- Learn strategies to say no to drugs and put them into practice through role play.
- Analyze the effectiveness of refusal skills by evaluating classmates' refusal skill performance through a peer evaluation.

Instructional Strategies

- I. **Introduction:** Today, you will practice keeping your decision to stay drug free by using refusal skills. You will have the opportunity to act out skits based on the criteria provided. The skits that are performed will be evaluated to determine what strategies they used to say no to drugs, their non-verbal message, and the positive outcome.

Teaching Steps:

- Review verbal and non-verbal communication skills
- Review “Ways to Say No to Drugs”
- Refusal Skills Skits
- Observer Check Sheet (Worksheet)
- Lesson Summary

Refer to the Middle School Fitness & Wellness 7.1 Curriculum Guide (Page 18) for more detailed (step-by-step) instructions.

Sample Assessments and Performance Tasks

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Unit #8 Fitness & Wellness (Using decision-making skills to enhance health)

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 50.</p> <p>50. Explain how family, culture, media, peers, and personal beliefs affect a decision related to drug use.</p> <p><i>Content Statement: Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin. (8A)</i></p>	<p><u>Essential Understanding</u></p> <p>-Explain how decisions related to drug use are affected by family, culture, media, peers, and personal beliefs.</p> <p><u>Extended Understanding</u></p> <p>-Explain using specific details how decisions related to drug use are affected by family, culture, media, peers, and personal beliefs.</p>	<p><u>Academic Vocabulary</u></p> <p>-Explain -Culture -Personal Beliefs -Affect -Decision</p>
<p>Ultimate Learning Target:</p> <p>Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can explain how family, culture, media, peers, and personal beliefs affect a decision related to drug use. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify how family, culture, media, peers, and personal beliefs affect a decision related to drug use. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can explain how family, culture, media, peers, and personal beliefs affect a decision related to drug use. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can analyze and describe how family, culture, media, peers, and personal beliefs affect a decision related to drug use. 	
<p>Standard #8A (Prior Grade Standard) (6th Grade)</p> <p>N/A</p>	<p>Standard #8A (Future Grade Standard) (8th Grade)</p> <p>N/A</p>	

Content Elaborations

The student will:

- Review the decision-making model and identify various influences that could impact the outcome of the decision.

Instructional Strategies

1. Introduction: Today, we are going to continue our drug free message with making good decisions. You will take a closer look at the influences on our decisions and the benefits of good choices and the consequences of poor choices.

Teaching Steps:

- Bell Ringer (at the start of the lesson): Who or what influences our decisions?
 - List at least 5 influences.
 - Have students share their answers

Refer to the Middle School Fitness & Wellness 7.1 Curriculum Guide (Page 18) for more detailed (step-by-step) instructions.

Sample Assessments and Performance Tasks

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Unit #8 Fitness & Wellness (Using decision-making skills to enhance health)

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 51.</p> <p>51. Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to drug use.</p> <p><i>Content Statement: Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin. (8A)</i></p>	<p><u>Essential Understanding</u></p> <p>-Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to drug use.</p> <p><u>Extended Understanding</u></p> <p>-Predict a variety of potential outcomes of healthy and unhealthy alternatives to a decision related to drug use.</p>	<p><u>Academic Vocabulary</u></p> <p>-Predict</p> <p>-Potential</p> <p>-Outcomes</p> <p>-Healthy</p> <p>-Unhealthy</p> <p>-Alternatives</p> <p>-Related</p> <p>-Decision</p>
<p>Ultimate Learning Target:</p> <p>Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can predict the potential outcomes of healthy and unhealthy alternatives to a decision related to drug use. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify potential outcomes of healthy and unhealthy alternatives to a decision related to drug use. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can predict and explain potential outcomes of healthy and unhealthy alternatives to a decision related to drug use. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can predict, analyze and describe potential outcomes of healthy and unhealthy alternatives to a decision related to drug use. 	
<p>Standard #8A (Prior Grade Standard) (6th Grade)</p> <p>N/A</p>	<p>Standard #8A (Future Grade Standard) (8th Grade)</p> <p>N/A</p>	

Content Elaborations

The student will:

- Analyze the possible outcomes for the decision and recognize the healthiest choice.

Instructional Strategies

- I. Introduction: Today, we are going to continue our drug free message with making good decisions. You will take a closer look at the influences on our decisions and the benefits of good choices and the consequences of poor choices.

Teaching Steps:

- Decision Making Practice
 - Decision Making Reflection (Worksheet)
 - Students will practice identifying influences, potential outcomes for healthy and unhealthy alternatives, choose the healthiest alternative and evaluate why the alternative was the best choice.
 - With a partner, read through each scenario and answer the corresponding questions. Be prepared to share your answers with the class.

Refer to the Middle School Fitness & Wellness 7.1 Curriculum Guide (Page 18) for more detailed (step-by-step) instructions.

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 6-8 to assess this performance task.

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Unit #8 Fitness & Wellness (Using decision-making skills to enhance health)

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 52.</p> <p>52. Choose a healthy alternative when making a decision related to other drug use.</p> <p><i>Content Statement: Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin. (8A)</i></p>	<p><u>Essential Understanding</u></p> <p>-Selects a healthy alternative when making a decision related to other drug use.</p> <p><u>Extended Understanding</u></p> <p>-Consistently selects a healthy alternative when making a decision related to other drug use.</p>	<p><u>Academic Vocabulary</u></p> <p>-Select</p> <p>-Healthy</p> <p>-Alternative</p> <p>-Decision</p> <p>-Related</p>
<p>Ultimate Learning Target:</p> <p>Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can choose a healthy alternative when making a decision related to other drug use. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify healthy alternatives when making a decision related to other drug use. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can choose and describe healthy alternatives when making a decision related to other drug use. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify, analyze, choose and describe potential outcomes of healthy and unhealthy alternatives to a decision related to drug use. 	
<p>Standard #8A (Prior Grade Standard) (6th Grade)</p> <p>N/A</p>	<p>Standard #8A (Future Grade Standard) (8th Grade)</p> <p>N/A</p>	

Content Elaborations

The student will:

- Analyze the possible outcomes for the decision and recognize the healthiest choice.

Instructional Strategies

- I. Introduction: Today, we are going to continue our drug free message with making good decisions. You will take a closer look at the influences on our decisions and the benefits of good choices and the consequences of poor choices.

Teaching Steps:

- Decision Making Practice
 - Decision Making Reflection (Worksheet)
 - Students will practice identifying influences, potential outcomes for healthy and unhealthy alternatives, choose the healthiest alternative and evaluate why the alternative was the best choice.
 - With a partner, read through each scenario and answer the corresponding questions. Be prepared to share your answers with the class.

Refer to the Middle School Fitness & Wellness 7.1 Curriculum Guide (Page 18) for more detailed (step-by-step) instructions.

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 6-8 to assess this performance task.

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Unit #8 Fitness & Wellness (Using decision-making skills to enhance health)

Unpacked Standards / Clear Learning Targets

Learning Targets # 53.

53. Analyze the effectiveness of a final outcome of a decision related to other drug use.

Content Statement: Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin. (8A)

Essential Understanding

-Evaluate the effectiveness of a final outcome of a decision related to other drug use.

Extended Understanding

-Analyze and explain the effectiveness of a final outcome of a decision related to other drug use.

Academic Vocabulary

- Analyze
- Effectiveness
- Final Outcome
- Decision
- Related

Ultimate Learning Target:

Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.

Broad Learning Target:

- The student can analyze the effectiveness of a final outcome of a decision related to other drug use.

Underpinning Knowledge Learning Targets:

- The student can identify the effectiveness of a final outcome of a decision related to other drug use.

Underpinning Skills Learning Targets:

- The student can analyze and describe the effectiveness of a final outcome of a decision related to other drug use.

Underpinning Reasoning Learning Targets:

- The student can identify, analyze and describe the effectiveness of a final outcome of a decision related to other drug use.

Standard #8A (Prior Grade Standard) (6th Grade)

N/A

Standard #8A (Future Grade Standard) (8th Grade)

N/A

Content Elaborations

The student will:

- Analyze the possible outcomes for the decision and recognize the healthiest choice.

Instructional Strategies

- I. Introduction: Today, we are going to continue our drug free message with making good decisions. You will take a closer look at the influences on our decisions and the benefits of good choices and the consequences of poor choices.

Teaching Steps:

- Decision Making Practice
 - Decision Making Reflection (Worksheet)
 - Students will practice identifying influences, potential outcomes for healthy and unhealthy alternatives, choose the healthiest alternative and evaluate why the alternative was the best choice.
 - With a partner, read through each scenario and answer the corresponding questions. Be prepared to share your answers with the class.

Refer to the Middle School Fitness & Wellness 7.1 Curriculum Guide (Page 18) for more detailed (step-by-step) instructions.

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 6-8 to assess this performance task.

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Unit #9 Fitness & Wellness (Using interpersonal communication skills to enhance health and avoid or reduce health risks)

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 54.</p> <p>54. Summarize ways to prevent the spread of sexually transmitted diseases (STDs/STIs) by avoiding behaviors that transmit blood, semen, and vaginal secretions.</p> <p><i>Content Statement: Harmful effects of venereal disease and how to avoid and reduce health risks. (7A)</i></p>	<p><u>Essential Understanding</u></p> <p>-Identify ways to prevent the spread of STDs / STIs by avoiding behaviors that transmit blood, semen, and vaginal secretions.</p> <p><u>Extended Understanding</u></p> <p>-Analyze ways to prevent the spread of STDs / STIs by avoiding behaviors that transmit blood, semen, and vaginal secretions.</p>	<p><u>Academic Vocabulary</u></p> <p>-Summarize</p> <p>-Prevent</p> <p>-Spread</p> <p>-Sexually Transmitted Diseases (STD)</p> <p>-Sexually Transm Infections (STI)</p> <p>-Avoid</p> <p>-Behaviors</p> <p>-Transmit</p> <p>-Semen</p> <p>-Vaginal Secretions</p>
<p>Ultimate Learning Target:</p> <p>Harmful effects of venereal disease and how to avoid and reduce health risks.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can summarize ways to prevent the spread of sexually transmitted diseases (STDs/STIs) by avoiding behaviors that transmit blood, semen, and vaginal secretions. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify ways to prevent the spread of STDs / STIs by avoiding behaviors that transmit blood, semen, and vaginal secretions. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can analyze and describe and summarize ways to prevent the spread of STDs / STIs by avoiding behaviors that transmit blood, semen, and vaginal secretions. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify, analyze and summarize effective ways to prevent the spread of STDs / STIs by avoiding behaviors that transmit blood, semen, and vaginal secretions. 	

Standard #7A (Prior Grade Standard) (6th Grade)

N/A

Standard #7A (Future Grade Standard) (8th Grade)

N/A

Content Elaborations

The student will describe:

- How STIs are transmitted
- The types of symptoms STIs produce
- The importance of seeking treatment for STIs
- How to prevent getting an STI and
- What to do if they get an STI

Instructional Strategies

- I. Small group activities
 - Students Create Posters
 - Students Share Posters
 - Activity Summary

Refer to the Middle School Fitness & Wellness 7.1 Curriculum Guide (Page 9) for more detailed (step-by-step) instructions.

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 6-8 to assess this performance task.

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Unit #9 Fitness & Wellness (Practicing health-enhancing behaviors and avoid or reduce health risks)

Unpacked Standards / Clear Learning Targets

Learning Targets # 55.

55. Explain the importance of being responsible for personal health behaviors.

Content Statement: Age-appropriate instruction in dating violence prevention education, which includes instruction in recognizing dating violence warning signs and characteristics of healthy relationships. (9A)

Essential Understanding

-Explain why it is important to be responsible for personal health behaviors.

Extended Understanding

-Explain in detail the importance of being responsible for personal health behaviors.

Academic Vocabulary

-Explain
-Importance
-Responsible
-Personal
-Health Behaviors

Ultimate Learning Target:

Age-appropriate instruction in dating violence prevention education, which includes instruction in recognizing dating violence warning signs and characteristics of healthy relationships.

Broad Learning Target:

– The student can explain the importance of being responsible for personal health behaviors.

Underpinning Knowledge Learning Targets:

– The student can identify the importance of being responsible for personal health behaviors.

Underpinning Skills Learning Targets:

– The student can analyze and explain the importance of being responsible for personal health behaviors.

Underpinning Reasoning Learning Targets:

– The student can identify, analyze and explain the importance of being responsible for personal health behaviors..

Standard #9A (Prior Grade Standard) (6th Grade)

N/A

Standard #9A (Future Grade Standard) (8th Grade)

N/A

Content Elaborations

The student will:

- Explain the importance of being responsible for personal health behaviors.

Instructional Strategies

I. Strategies/Activities:

- Bingo game and class discussion.
- Discussing scenarios and reviewing stats.
- Large and small group discussions identifying causes and consequences.
- Dramatic reading and the “Friend’s Wheel”.
- Stories and role-playing
- Writing exercise
- “Feelings Diary” and discussing “hot buttons”.
- Quiz
- Holding a caucus and a panel of peers.

Refer to the Middle School Fitness & Wellness 7.1 Curriculum Guide (Page 30) for more detailed instructions and useful links.

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 6-8 to assess this performance task.

<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Physical-Education/Updated-Physical-Education-Standards-Evaluations-2/6-8-Evaluations-with-logos.pdf.aspx?lang=en-US>

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Unit #8 Fitness & Wellness (Practicing health-enhancing behaviors and avoid or reduce health risks)

Unpacked Standards / Clear Learning Targets

Learning Targets # 56.

56. Analyze personal practices and behaviors that reduce or prevent health risks.

Content Statement: Age-appropriate instruction in dating violence prevention education, which includes instruction in recognizing dating violence warning signs and characteristics of healthy relationships. (9A)

Essential Understanding

-Evaluate personal practices and behaviors that reduce or prevent health risks.

Extended Understanding

-Evaluate personal practices and behaviors that reduce or prevent a variety of health risks.

Academic Vocabulary

-Analyze
-Personal
-Practices
-Behaviors
-Reduce
-Prevent
-Health Risk

Ultimate Learning Target:

Age-appropriate instruction in dating violence prevention education, which includes instruction in recognizing dating violence warning signs and characteristics of healthy relationships.

Broad Learning Target:

– The student can analyze personal practices and behaviors that reduce or prevent health risks.

Underpinning Knowledge Learning Targets:

– The student can identify personal practices and behaviors that reduce or prevent health risks.

Underpinning Skills Learning Targets:

– The student can analyze and describe personal practices and behaviors that reduce or prevent health risks.

Underpinning Reasoning Learning Targets:

– The student can identify, analyze and describe personal practices and behaviors that reduce or prevent health risks.

Standard #9A (Prior Grade Standard) (6th Grade)

N/A

Standard #9A (Future Grade Standard) (8th Grade)

N/A

Content Elaborations

The student will:

- Analyze personal practices and behaviors that reduce or prevent health risks.

Instructional Strategies

I. Strategies/Activities:

- Bingo game and class discussion.
- Discussing scenarios and reviewing stats.
- Large and small group discussions identifying causes and consequences.
- Dramatic reading and the “Friend’s Wheel”.
- Stories and role-playing
- Writing exercise
- “Feelings Diary” and discussing “hot buttons”.
- Quiz
- Holding a caucus and a panel of peers.

Refer to the Middle School Fitness & Wellness 7.1 Curriculum Guide (Page 30) for more detailed instructions and useful links.

Sample Assessments and Performance Tasks

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Unit #8 Fitness & Wellness (Practicing health-enhancing behaviors and avoid or reduce health risks)

Unpacked Standards / Clear Learning Targets

Learning Targets # 57.

57. Demonstrate healthy practices and behaviors to improve the health of oneself and others.

Content Statement: Age-appropriate instruction in dating violence prevention education, which includes instruction in recognizing dating violence warning signs and characteristics of healthy relationships. (9A)

Essential Understanding

-Improve the health of oneself and others by demonstrating healthy practices and behaviors.

Extended Understanding

-Improve the health of oneself and others by consistently demonstrating healthy practices and behaviors.

Academic Vocabulary

- Demonstrate
- Healthy
- Practices
- Behaviors
- Improve

Ultimate Learning Target:

Age-appropriate instruction in dating violence prevention education, which includes instruction in recognizing dating violence warning signs and characteristics of healthy relationships.

Broad Learning Target:

- The student can demonstrate healthy practices and behaviors to improve the health of oneself and others.

Underpinning Knowledge Learning Targets:

- The student can identify healthy practices and behaviors to improve the health of oneself and others.

Underpinning Skills Learning Targets:

- The student can demonstrate healthy practices and behaviors to improve the health of oneself and others.

Underpinning Reasoning Learning Targets:

- The student can identify, explain and demonstrate healthy practices and behaviors to improve the health of oneself and others.

Standard #9A (Prior Grade Standard) (6th Grade)

N/A

Standard #9A (Future Grade Standard) (8th Grade)

N/A

Content Elaborations

The student will:

- Demonstrate healthy practices and behaviors to improve the health of oneself and others.

Instructional Strategies

I. Strategies/Activities:

- Bingo game and class discussion.
- Discussing scenarios and reviewing stats.
- Large and small group discussions identifying causes and consequences.
- Dramatic reading and the “Friend’s Wheel”.
- Stories and role-playing
- Writing exercise
- “Feelings Diary” and discussing “hot buttons”.
- Quiz
- Holding a caucus and a panel of peers.

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Sample Assessments and Performance Tasks

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Unit #8 Fitness & Wellness (Practicing health-enhancing behaviors and avoid or reduce health risks)

Unpacked Standards / Clear Learning Targets

Learning Targets # 58.

58. Make a commitment to practice healthy behaviors.

Content Statement: Age-appropriate instruction in dating violence prevention education, which includes instruction in recognizing dating violence warning signs and characteristics of healthy relationships. (9A)

Essential Understanding

-Improve the health of oneself and others by demonstrating healthy practices and behaviors.

Extended Understanding

-Improve the health of oneself and others by consistently demonstrating healthy practices and behaviors.

Academic Vocabulary

- Make
- Commitment
- Practice
- Healthy Behaviors

Ultimate Learning Target:

Age-appropriate instruction in dating violence prevention education, which includes instruction in recognizing dating violence warning signs and characteristics of healthy relationships.

Broad Learning Target:

- The student can make a commitment to practice healthy behaviors.

Underpinning Knowledge Learning Targets:

- The student can identify what it means to commit to practicing healthy behaviors.

Underpinning Skills Learning Targets:

- The student can demonstrate the ability to commit to practicing healthy behaviors.

Underpinning Reasoning Learning Targets:

- The student can identify, explain and demonstrate how to commit to practicing healthy behaviors.

Standard #9A (Prior Grade Standard) (6th Grade)

N/A

Standard #9A (Future Grade Standard) (8th Grade)

N/A

Content Elaborations

The student will:

- Make a commitment to practice healthy behaviors.

Instructional Strategies

I. Strategies/Activities:

- Bingo game and class discussion.
- Discussing scenarios and reviewing stats.
- Large and small group discussions identifying causes and consequences.
- Dramatic reading and the “Friend’s Wheel”.
- Stories and role-playing
- Writing exercise
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