



Physical Education

Physical Education II

2021-2022

**Aligned with Ohio's Learning Standards
for Physical Education (2015)**

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

COLUMBUS CITY SCHOOLS

Curriculum Map**Semester-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.

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

	Unit 1. Physical Fitness. (3A & B)	2 Weeks
	<p>1.1 Develops a current and lifetime physical activity plan. (3A) – Learning Targets 1, 2</p> <p>1.2 Implements principles and practices to develop a fitness and nutritional plan to meet individual needs. (3B) - Learning Targets 3, 4</p>	
	Unit 2. Small-Sided Games. (1B)	5 Weeks
	<p>2.1 Demonstrate specialized manipulative skills in a variety of game-like settings. (1B) - Learning Target 5, 6, 7, 8</p>	
	Unit 3. Biomechanical Principles. (2B)	2 Weeks
	<p>3.1 Apply biomechanical principles to performance in authentic settings. (2B) - Learning Targets 9, 10, 11</p>	

Quarter Y

	Unit 4. Tactical concepts and Strategies in Authentic Settings. (2A)	4 Weeks
	4.1 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance . (2A) - Learning Target 12, 13	
	Unit 5. Responsible Personal Behavior and Social Behavior, (RPSB) (4B)	3 Weeks
	5.1 Initiate responsible, personal, social behavior and positively influence the behavior of others in physical activity settings. (4B) – Learning Targets 14, 15, 16	
	Unit 6. The Value of Physical Activity . (5B)	2 Weeks
	6.1 Expresses multiple, specific reasons to participate in a selected physical activity . (5B) - Learning Targets - 17, 18, 19, 20	

Scope and Sequence

Unit I. Physical Fitness 2 weeks			
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
I.1 Develops a current and lifetime physical activity plan. (3A)	<ol style="list-style-type: none"> 1. Create a lifetime physical activity plan to meet adult physical activity needs. 2. Analyze community physical activity opportunities for quality, accessibility, and availability. 	<p>Physical Activity for Life</p> <ul style="list-style-type: none"> • What are some physical activities that a teenager can participate in in school? • What are some physical activities that teenagers can participate in throughout life? • What are reasons some school activities are easier to participate in in school but not later in life? • What physical activities do teenagers enjoy? • What physical activity opportunities are out there in the community? 	<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. • Research what physical activity opportunities are available in school and the community.

Unit I. Physical Fitness				2 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
I.2 Implements principles and practices to develop a fitness and nutritional plan to meet individual needs. (3B)	3. Create a health-related fitness plan that applies fitness concepts and principles for each component of fitness for a college-age student or adult. 4. Design a plan to maintain an appropriate energy balance for a healthy, active lifestyle.	<ul style="list-style-type: none"> • How to apply the FITT Principles. • Understanding Individualized Target Heart Rates. • Difference between muscular strength and muscular endurance. • Differences between warm-up and cool-down. • Describe the ways to assess health-related fitness. (PACER, Curl up, push up and back-saver sit-and-reach) • Healthy-Fitness Zone (HFZ) 	<ul style="list-style-type: none"> • Find their 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. • Create a daily menu of foods, snacks and beverages they can consume for proper energy for and recovery from exercise. 	

Unit 2 Small-Sided Games				5 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
2.1 Demonstrate specialized manipulative skills in a variety of game-like settings. (1B)	<p>5. Describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games.</p> <p>6. Describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in net/wall games.</p> <p>7. Describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in striking and fielding games.</p> <p>8. Describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in target games.</p>	<ul style="list-style-type: none"> • What are some examples of invasion games? • What are some examples of net/wall games? • What are some examples of striking and fielding games? • What are some examples of target games? • What are the basic skills used in a specific invasion game? (soccer, football, basketball, etc.) • What are the basic skills used in a specific net/wall game? (volleyball, pickleball, badminton, etc.) • What are the basic skills used in a specific striking and fielding game? (wiffle ball, baseball, cricket, etc.) • What are the basic skills used in a specific target game? (golf, archery, cornhole, etc.) 	<ul style="list-style-type: none"> • Describe and demonstrate the basic skills used in a specific invasion game. (dribbling a ball in basketball, backhand throw in ultimate, etc.) • Create a checklist over the cues for the basic skills used in a specific net/wall game. (forearm pass/bump in volleyball, smash in badminton, etc.) • Develop a practice plan for a specific striking and fielding game. (ground balls and throws to first in baseball, catching a fly ball in wiffle ball, etc.) • Create a modified game to work on the basic skills in a specific target game. (mini golf course in golf, blackjack in archery, etc.) 	

Unit 3 Biomechanical Principles. (2B)				2 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
3.1 Apply biomechanical principles to performance in authentic settings. (2B)	9. Describe critical elements and biomechanical principles to perform movement forms 10. Analyze performance of self and others in select movements forms 11. Identify ways to improve performance of select movement forms using cues, practice drills and fitness activities	<ul style="list-style-type: none"> What are the critical elements and biomechanical principles to perform specific basic skills in an invasion game, net/wall game, striking fielding game, and target game? What are the critical elements and biomechanical principle common errors when performing specific basic skills in an invasion game, net/wall game, striking fielding game, and target game? What are ways to improve critical elements and biomechanical principles when performing specific basic skills in an invasion game, net/wall game, striking fielding game, and target game? How do you break down the critical elements into preparation, execution and follow-through phases of the skill?. 	<ul style="list-style-type: none"> Create a list of the critical elements for performing basic skills in an invasion, net/wall, striking field, or target game. Self-assess and analyze their performance of the basic skills in an invasion, net/wall, striking field, or target game. Identify ways they can improve their performance of the basic skills in an invasion, net/wall, striking field, or target game. Develop a plan to improve movement performance using the appropriate critical elements, drills and biomechanical principles. 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. 	

Unit 4 Tactics				3 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
4.1 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. (2A)	<p>12. Describe and apply tactics to participate successfully in small-sided games across multiple categories of movement forms.</p> <p>13. Describe the transfer knowledge of previously learned tactics and strategies to similar but different movement forms.</p>	<ul style="list-style-type: none"> • What are common tactics used across invasion games? • What are common tactics used across net/wall games? • What are common tactics used across striking and fielding games? • What are common tactics used across target games? • What are some tactics used in similar games but differ due to different movement forms? • What are some tactics used in similar games but differ due to different equipment? 	<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. • Create a list of three basic tactics used in a game. Provide a self-assessment of how they use the tactics in the game. • Playbook creation demonstrating knowledge of the basic tactics used in a game. 	

Unit 5 Responsible Personal Behavior and Social Behavior				2 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
5.1 Initiate responsible, personal, social behavior and positively influence the behavior of others in physical activity settings. (4B)	<p>14. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.</p> <p>15. Recognize how to modify group activities, game expectations or behaviors to accommodate individuals with varying skills.</p> <p>16. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.</p>	<ul style="list-style-type: none"> • What are ways to promote sportsmanship? • What are ways to modify an activity so that it can accommodate individuals with varying skills? • What are ways to demonstrate acceptance and respect of decisions made by the designated official? 	<ul style="list-style-type: none"> • Create a list of sportsmanship expectations. • Modify a game to accommodate individuals with varying skills by one or more of the following: <ul style="list-style-type: none"> ○ Simplifying the task. ○ Modifying the equipment ○ Adjusting the rules/conditions ○ Shorten/narrow the playing field/court • Write down examples of demonstrating good sportsmanship.. 	

Unit 6 The Value of Physical Activity				1 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
6.1 Expresses multiple, specific reasons to participate in a selected physical activity. (5B)	17. Share and articulate specific reasons for participating in a selected physical activity. 18. Identify the challenges and feelings that come with learning a new physical activity. 19. Research and identify options/ways for people to participate in the physical activity now and throughout their lives. 20. Describe the social benefits of participating in a selected lifetime physical activity.	<ul style="list-style-type: none"> • What are the specific physical health benefits on the body when participating in a selected physical activity? • What are emotional health benefits and reasons to participate in a physical activity? • What are the mental health benefits of participating in physical activity? • What are the social benefits of participating in physical activity? • What are ways to promote physical activity? 	<ul style="list-style-type: none"> • Create a pamphlet describing the physical and mental benefits of resistance training. • Create an advertisement for television that promotes a physically active life. • Research and report the positive effects of flexibility exercises on the body and mind. 	

Curriculum and Instruction Guide

Unit #1 Physical Fitness

Unpacked Standards / Clear Learning Targets

Learning Targets # 1, 2, & 3

1. Create a lifetime physical activity plan to meet adult physical activity needs.
2. Analyze community physical activity opportunities for quality, accessibility, and availability.
3. Create a health-related fitness plan that applies fitness concepts and principles for each component of fitness for a college-age student or adult.

Content Statement 1. Physically literate people can identify current and future physical activity opportunities along with barriers and helpers to create a physical activity plan to meet current needs and interests.

Essential Understanding

- Current physical activity opportunities
- Elements necessary to create a physical activity plan.

Extended Understanding

- Future physical activity opportunities
- Methods of modifying a physical activity plan to fit changing needs.

Academic Vocabulary

- Physical Activity
- Physical Fitness
- Analyze
- Guidelines
- Opportunities
- Develop

Ultimate Learning Target

Type: Physically literate people can identify current and future physical activity opportunities along with barriers and helpers to create a physical activity plan to meet current needs and interests.

Broad Learning Target:

- The student can identify current and future physical activity opportunities along with barriers and helpers to being physically active.
- The student can create a physical activity plan to meet current needs and interests

Underpinning Knowledge Learning Targets:

- The student can identify and give examples of current and future physical activity opportunities
- The student can identify and give examples of barriers and helpers to being physically active

Underpinning Skills Learning Targets:

- The students can create a physical activity plan to meet current needs and interests.

Underpinning Reasoning Learning Targets:

- The student can explain what opportunities there are to being physically active
- The student can explain what barriers there are to being physically active
- The student can explain how to create a physical activity plan to meet current needs and interests.

Standard #3A (Prior Grade Standard)

Standard #3A (Future Grade Standard)

Identify current and future lifetime physical activity opportunities.

Identify school, home and community physical activity opportunities to meet physical activity guidelines.	
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Content Elaborations

Physical Education II is game focused. Students will perform advanced skills that are developmentally appropriate for students in grades 8-12 in at least one activity from the following categories of sport: invasion games, net/wall games, fielding/run-scoring games, and/or target games. Students will successfully participate in sport demonstrating skills of the game and applying the tactics, knowledge and concepts of the game. In this lesson students will identify current and future physical activity opportunities available to them based on their current needs and interests. They will also identify what barriers and support is available to them to participate in those physical activity opportunities. And last they will create a health-related fitness physical activity plan to meet their current needs. The students will know how to modify the plan to meet their needs as they change throughout life.

Instructional Strategies

- I. Students will work in groups to brainstorm what rules and expectations are necessary for a physical education class to run safely and effectively. They will then vote on their top five and present what their group has decided. The rest of the class will then converge and together identify what the main safety rules and expectations are.
- II. Students will work in groups to brainstorm what rules and expectations are necessary for a physical activity to run safely and effectively. They will then vote on their top five and present what their group has decided. The rest of the class will then converge and together identify what the main safety rules and expectations are.

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 9-12 to assess this performance task.

<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Physical-Education/Updated-Physical-Education-Standards-Evaluations-2/9-12-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.

[8-10 Physical Education II](#) - This site will take you to the Columbus City Schools 8-10 PE I course site where additional instructional resources are located.- This site will take you to the Columbus City Schools 8-10 PE I course site where additional instructional resources are located.

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Unit #1 Physical Fitness

Unpacked Standards / Clear Learning Targets

<p>Learning Targets # 4</p> <p>Design a plan to maintain an appropriate energy balance for a healthy, active lifestyle.</p> <p>Content Statement <i>Physically literate people can design a plan to maintain an appropriate energy balance for a healthy, active lifestyle.</i></p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> - Basic nutrition values of food and its effects on a healthy, active lifestyle <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> - Create a nutrition plan to support a healthy, active lifestyle 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> - Physical Fitness - Physical Activity - Nutrition - Calories
<p>Ultimate Learning Target</p> <p>Type: Physically literate people can design a plan to maintain an appropriate energy balance for a healthy, active lifestyle.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can design a plan to maintain an appropriate energy balance for a healthy, active lifestyle. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify and give examples of nutrient-rich food that can maintain an appropriate energy balance for a healthy, active lifestyle. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can create a nutrition plan that can maintain an appropriate energy balance for a healthy, active lifestyle. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can describe why it is important to maintain an appropriate energy balance for a healthy, active lifestyle. 	
<p>Standard #3B (Prior Grade Standard)</p> <p>Utilizes principles and practices to design a personalized health-related fitness plan</p>	<p>Standard #3B (Future Grade Standard)</p> <p>Implements principles and practices to develop a fitness and nutritional plan to meet individual needs .</p>	

Content Elaborations

Physical Education II is game focused. Students will perform advanced skills that are developmentally appropriate for students in grades 8-12 in at least one activity from the following categories of sport: invasion games, net/wall games, fielding/run-scoring games, and/or target games. Students will successfully participate in sport demonstrating skills of the game and applying the tactics, knowledge and concepts of the game. In this lesson students will identify current and future physical activity opportunities available to them based on their current needs and interests. They will also identify what barriers and support is available to them to participate in those physical activity opportunities. And last they will create a health-related fitness physical activity plan to meet their current needs. The students will know how to modify the plan to meet their needs as they change throughout life.

Instructional Strategies

- I. 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)

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 #2 Small-Sided Games

Unpacked Standards / Clear Learning Targets

Unpacked Standards / Clear Learning Targets		
<p>Learning Targets # 5</p> <p>Describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games.</p> <p>Content Statement <i>Physically literate people can describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games.</i></p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> - Basic skill performance to maintain possession, score, and defend in invasion games <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> - Advanced skill performance to maintain possession, score, and defend in invasion games 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> - Skill - Analyze - Possession - Invasion games - Offense - Defense
<p>Ultimate Learning Target</p> <p>Type: Physically literate people can describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify and give examples of competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games. - The student can create a checklist of cues when demonstrating competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can explain the importance of knowing competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games. 	
<p>Standard #1B (Prior Grade Standard)</p> <p>Demonstrate critical elements of specialized manipulative skills in a variety of settings.</p>	<p>Standard #1B (Future Grade Standard)</p> <p>Demonstrate specialized manipulative skills in a variety of game-like settings.</p>	

Content Elaborations

Physical Education II is game focused. Students will perform advanced skills that are developmentally appropriate for students in grades 8-12 in at least one activity from the following categories of sport: invasion games, net/wall games, fielding/run-scoring games, and/or target games. Students will successfully participate in sport demonstrating skills of the game and applying the tactics, knowledge and concepts of the game. In this unit students will demonstrate specialized manipulative skills in a variety of game-like settings. In this lesson students will participate in an invasion type of game and be able to describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games.

Instructional Strategies

1. Students will participate in team handball and learn about passing and catching the ball, moving to open spaces, shooting at a goal, defensive body position, and defending a goal. At the end of the unit students will be able to describe and demonstrate each of the skills.
2. Students will participate in an ultimate unit and learn about passing and catching the disc, moving to open spaces, and defensive body position. At the end of the unit students will be able to describe and demonstrate each of the skills.

https://openphysed.org/curriculum_resources/invasion

Sample Assessments and Performance Tasks

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Unpacked Standards / Clear Learning Targets		
<p>Learning Targets #6</p> <p>Describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in net/wall games.</p> <p>Content Statement <i>Physically literate people can describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in net/wall games.</i></p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> - Current physical activity opportunities - Elements necessary to create a physical activity plan. <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> - Future physical activity opportunities - Methods of modifying a physical activity plan to fit changing needs. 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> - Physical Activity - Physical Fitness -Analyze -Guidelines -Opportunities -Develop
<p>Ultimate Learning Target</p> <p>Type: Physically literate people can describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in net/wall games.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in net/wall games. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify and give examples of current and future physical activity opportunities - The student can identify and give examples of barriers and helpers to being physically active <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The students can create a physical activity plan to meet current needs and interests. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can explain what opportunities there are to being physically active - The student can explain what barriers there are to being physically active - The student can explain how to create a physical activity plan to meet current needs and interests. 	
<p>Standard #3A (Prior Grade Standard)</p> <p>Identify school, home and community physical activity opportunities to meet physical activity guidelines.</p>	<p>Standard #3A (Future Grade Standard)</p> <p>Identify current and future lifetime physical activity opportunities.</p>	

Content Elaborations

Physical Education I is fitness focused. At the beginning of the year and unit, students will identify, create a list, and apply safe practices, rules, and procedures in physical activity settings. In the process, students will identify unsafe practices and conditions and offer appropriate alternatives to correct them. They will also demonstrate consistent effort based on their level of challenge and take responsibility for their individual actions. Last, students will also demonstrate leadership and self-direction in a variety of physical activity settings. These will be applied and demonstrated throughout the year.

Instructional Strategies

I. Students will work in groups to brainstorm what rules and expectations are necessary for a physical education class to run safely and effectively. They will then vote on their top five and present what their group has decided. The rest of the class will then converge and together identify what the main safety rules and expectations are.

II. Students will work in groups to brainstorm what rules and expectations are necessary for a physical activity to run safely and effectively. They will then vote on their top five and present what their group has decided. The rest of the class will then converge and together identify what the main safety rules and expectations are.

Sample Assessments and Performance Tasks

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Unpacked Standards / Clear Learning Targets

Learning Targets # 7

Describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in striking and fielding games.

Content Statement *Physically literate people can describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in striking and fielding games.*

Essential Understanding

- Current physical activity opportunities
- Elements necessary to create a physical activity plan.

Extended Understanding

- Future physical activity opportunities
- Methods of modifying a physical activity plan to fit changing needs.

Academic Vocabulary

- Physical Activity
- Physical Fitness
- Analyze
- Guidelines
- Opportunities
- Develop

Ultimate Learning Target

Type: Physically literate people can describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in striking and fielding games.

Broad Learning Target:

- The student can describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in striking and fielding games.

Underpinning Knowledge Learning Targets:

- The student can identify and give examples of current and future physical activity opportunities
- The student can identify and give examples of barriers and helpers to being physically active

Underpinning Skills Learning Targets:

- The students can create a physical activity plan to meet current needs and interests.

Underpinning Reasoning Learning Targets:

- The student can explain what opportunities there are to being physically active
- The student can explain what barriers there are to being physically active
- The student can explain how to create a physical activity plan to meet current needs and interests.

Standard #3A (Prior Grade Standard)

Identify school, home and community physical activity opportunities to meet physical activity guidelines.

Standard #3A (Future Grade Standard)

Identify current and future lifetime physical activity opportunities.

Content Elaborations

Physical Education I is fitness focused. At the beginning of the year and unit, students will identify, create a list, and apply safe practices, rules, and procedures in physical activity settings. In the process, students will identify unsafe practices and conditions and offer appropriate alternatives to correct them. They will also demonstrate consistent effort based on their level of challenge and take responsibility for their individual actions. Last, students will also demonstrate leadership and self-direction in a variety of physical activity settings. These will be applied and demonstrated throughout the year.

Instructional Strategies

I. Students will work in groups to brainstorm what rules and expectations are necessary for a physical education class to run safely and effectively. They will then vote on their top five and present what their group has decided. The rest of the class will then converge and together identify what the main safety rules and expectations are.

II. Students will work in groups to brainstorm what rules and expectations are necessary for a physical activity to run safely and effectively. They will then vote on their top five and present what their group has decided. The rest of the class will then converge and together identify what the main safety rules and expectations are.

Sample Assessments and Performance Tasks

Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 9-12 to assess this performance task.

<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Physical-Education/Updated-Physical-Education-Standards-Evaluations-2/9-12-Evaluations-with-logos.pdf.aspx?lang=en-US>

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Unpacked Standards / Clear Learning Targets

Learning Targets # 8

Describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in target games.

Content Statement *Physically literate people can describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in target games.*

Essential Understanding

- Current physical activity opportunities
- Elements necessary to create a physical activity plan.

Extended Understanding

- Future physical activity opportunities
- Methods of modifying a physical activity plan to fit changing needs.

Academic Vocabulary

- Physical Activity
- Physical Fitness
- Analyze
- Guidelines
- Opportunities
- Develop

Ultimate Learning Target

Type: Physically literate people can describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in target games..

Broad Learning Target:

- The student can describe and demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in target games.

Underpinning Knowledge Learning Targets:

- The student can identify and give examples of current and future physical activity opportunities
- The student can identify and give examples of barriers and helpers to being physically active

Underpinning Skills Learning Targets:

- The students can create a physical activity plan to meet current needs and interests.

Underpinning Reasoning Learning Targets:

- The student can explain what opportunities there are to being physically active
- The student can explain what barriers there are to being physically active
- The student can explain how to create a physical activity plan to meet current needs and interests.

Standard #3A (Prior Grade Standard)

Identify school, home and community physical activity opportunities to meet physical activity guidelines.

Standard #3A (Future Grade Standard)

Identify current and future lifetime physical activity opportunities.

Content Elaborations

Physical Education I is fitness focused. At the beginning of the year and unit, students will identify, create a list, and apply safe practices, rules, and procedures in physical activity settings. In the process, students will identify unsafe practices and conditions and offer appropriate alternatives to correct them. They will also demonstrate consistent effort based on their level of challenge and take responsibility for their individual actions. Last, students will also demonstrate leadership and self-direction in a variety of physical activity settings. These will be applied and demonstrated throughout the year.

Instructional Strategies

I. Students will work in groups to brainstorm what rules and expectations are necessary for a physical education class to run safely and effectively. They will then vote on their top five and present what their group has decided. The rest of the class will then converge and together identify what the main safety rules and expectations are.

II. Students will work in groups to brainstorm what rules and expectations are necessary for a physical activity to run safely and effectively. They will then vote on their top five and present what their group has decided. The rest of the class will then converge and together identify what the main safety rules and expectations are.

Sample Assessments and Performance Tasks

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Unpacked Standards / Clear Learning Targets

Unpacked Standards / Clear Learning Targets		
<p>Learning Targets 9, 10, & 11</p> <ol style="list-style-type: none"> 1. Describe critical elements and biomechanical principles to perform movement forms 2. Analyze performance of self and others in select movements forms 3. Identify ways to improve performance of select movement forms using cues, practice drills and fitness activities <p>Content Statement <i>Physically literate people can apply biomechanical principles to performance in authentic settings.</i></p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> - Current physical activity opportunities - Elements necessary to create a physical activity plan. <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> - Future physical activity opportunities - Methods of modifying a physical activity plan to fit changing needs. 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> - Physical Activity - Physical Fitness -Analyze -Guidelines -Opportunities -Develop
<p>Ultimate Learning Target Type: Physically literate people can apply biomechanical principles to performance in authentic settings.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can describe critical elements and biomechanical principles to perform movement forms - The student can analyze performance of self and others in select movements forms - The student can identify ways to improve performance of select movement forms using cues, practice drills and fitness activities <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can identify and give examples of current and future physical activity opportunities - The student can identify and give examples of barriers and helpers to being physically active <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The students can create a physical activity plan to meet current needs and interests. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can explain what opportunities there are to being physically active - The student can explain what barriers there are to being physically active - The student can explain how to create a physical activity plan to meet current needs and interests. 	
<p>Standard #3A (Prior Grade Standard) Identify school, home and community physical activity opportunities to meet physical activity guidelines.</p>	<p>Standard #3A (Future Grade Standard) Identify current and future lifetime physical activity opportunities.</p>	

Content Elaborations
Physical Education I is fitness focused. At the beginning of the year and unit, students will identify, create a list, and apply safe practices, rules, and procedures in physical activity settings. In the process, students will identify unsafe practices and conditions and offer appropriate alternatives to correct them. They will also demonstrate consistent effort based on their level of challenge and take responsibility for their individual actions. Last, students will also demonstrate leadership and self-direction in a variety of physical activity settings. These will be applied and demonstrated throughout the year.
Instructional Strategies
<p>I. Students will work in groups to brainstorm what rules and expectations are necessary for a physical education class to run safely and effectively. They will then vote on their top five and present what their group has decided. The rest of the class will then converge and together identify what the main safety rules and expectations are.</p> <p>II. Students will work in groups to brainstorm what rules and expectations are necessary for a physical activity to run safely and effectively. They will then vote on their top five and present what their group has decided. The rest of the class will then converge and together identify what the main safety rules and expectations are.</p>
Sample Assessments and Performance Tasks
<p>Implement the Ohio Department of Education Physical Activity Evaluation for the Grade Band 9-12 to assess this performance task.</p> <p>http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Physical-Education/Updated-Physical-Education-Standards-Evaluations-2/9-12-Evaluations-with-logos.pdf.aspx?lang=en-US</p> <p>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.</p> <p>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.</p>

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Unpacked Standards / Clear Learning Targets

Learning Targets # 12 & 13

1. Describe and apply tactics to participate successfully in small-sided games across multiple categories of movement forms
2. Describe the transfer knowledge of previously learned tactics and strategies to similar but different movement forms.

Content Statement - *Physically literate people can apply knowledge of concepts, principles, strategies and tactics related to movement and performance.*

Essential Understanding

- Current physical activity opportunities
- Elements necessary to create a physical activity plan.

Extended Understanding

- Future physical activity opportunities
- Methods of modifying a physical activity plan to fit changing needs.

Academic Vocabulary

- Physical Activity
- Physical Fitness
- Analyze
- Guidelines
- Opportunities
- Develop

Ultimate Learning Target

Type: Physically literate people can apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Broad Learning Target:

- The student can describe and apply tactics to participate successfully in small-sided games across multiple categories of movement forms
- The student can describe the transfer of previously learned tactics and strategies to similar but different movement forms.

Underpinning Knowledge Learning Targets:

- The student can identify and give examples of current and future physical activity opportunities
- The student can identify and give examples of barriers and helpers to being physically active

Underpinning Skills Learning Targets:

- The students can create a physical activity plan to meet current needs and interests.

Underpinning Reasoning Learning Targets:

- The student can explain what opportunities there are to being physically active
- The student can explain what barriers there are to being physically active
- The student can explain how to create a physical activity plan to meet current needs and interests.

Standard #3A (Prior Grade Standard)

Identify school, home and community physical activity opportunities to meet physical activity guidelines.

Standard #3A (Future Grade Standard)

Identify current and future lifetime physical activity opportunities.

Content Elaborations

Physical Education I is fitness focused. At the beginning of the year and unit, students will identify, create a list, and apply safe practices, rules, and procedures in physical activity settings. In the process, students will identify unsafe practices and conditions and offer appropriate alternatives to correct them. They will also demonstrate consistent effort based on their level of challenge and take responsibility for their individual actions. Last, students will also demonstrate leadership and self-direction in a variety of physical activity settings. These will be applied and demonstrated throughout the year.

Instructional Strategies

I. Students will work in groups to brainstorm what rules and expectations are necessary for a physical education class to run safely and effectively. They will then vote on their top five and present what their group has decided. The rest of the class will then converge and together identify what the main safety rules and expectations are.

II. Students will work in groups to brainstorm what rules and expectations are necessary for a physical activity to run safely and effectively. They will then vote on their top five and present what their group has decided. The rest of the class will then converge and together identify what the main safety rules and expectations are.

Sample Assessments and Performance Tasks

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Unpacked Standards / Clear Learning Targets

Learning Targets # 14, 15, & 16

1. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.
2. Recognize how to modify group activities, game expectations or behaviors to accommodate individuals with varying skills.
3. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.

Content Statement - Physically literate people can initiate responsible, personal, social behavior and positively influence the behavior of others in physical activity settings.

Essential Understanding

- Current physical activity opportunities
- Elements necessary to create a physical activity plan.

Extended Understanding

- Future physical activity opportunities
- Methods of modifying a physical activity plan to fit changing needs.

Academic Vocabulary

- Physical Activity
- Physical Fitness
- Analyze
- Guidelines
- Opportunities
- Develop

Ultimate Learning Target

Type: Physically literate people can initiate responsible, personal, social behavior and positively influence the behavior of others in physical activity settings.

Broad Learning Target:

- The student can communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.
- The student can recognize how to modify group activities, game expectations or behaviors to accommodate individuals with varying skills.
- The student can accept decisions made by the designated official and respond to winning or losing with dignity and respect.

Underpinning Knowledge Learning Targets:

- The student can identify and give examples of current and future physical activity opportunities
- The student can identify and give examples of barriers and helpers to being physically active

Underpinning Skills Learning Targets:

- The students can create a physical activity plan to meet current needs and interests.

Underpinning Reasoning Learning Targets:

- The student can explain what opportunities there are to being physically active
- The student can explain what barriers there are to being physically active
- The student can explain how to create a physical activity plan to meet current needs and interests.

Standard #3A (Prior Grade Standard)

Identify school, home and community physical activity opportunities to meet physical activity guidelines.

Standard #3A (Future Grade Standard)

Identify current and future lifetime physical activity opportunities.

Content Elaborations
Physical Education I is fitness focused. At the beginning of the year and unit, students will identify, create a list, and apply safe practices, rules, and procedures in physical activity settings. In the process, students will identify unsafe practices and conditions and offer appropriate alternatives to correct them. They will also demonstrate consistent effort based on their level of challenge and take responsibility for their individual actions. Last, students will also demonstrate leadership and self-direction in a variety of physical activity settings. These will be applied and demonstrated throughout the year.
Instructional Strategies
<p>I. Students will work in groups to brainstorm what rules and expectations are necessary for a physical education class to run safely and effectively. They will then vote on their top five and present what their group has decided. The rest of the class will then converge and together identify what the main safety rules and expectations are.</p> <p>II. Students will work in groups to brainstorm what rules and expectations are necessary for a physical activity to run safely and effectively. They will then vote on their top five and present what their group has decided. The rest of the class will then converge and together identify what the main safety rules and expectations are.</p>
Sample Assessments and Performance Tasks
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Unpacked Standards / Clear Learning Targets

Learning Targets # 17, 18, 19 & 20

1. Share and articulate specific reasons for participating in a selected physical activity.
2. Identify the challenges and feelings that come with learning a new physical activity.
3. Research and identify options/ways for people to participate in the physical activity now and throughout their lives.
4. Describe the social benefits of participating in a selected lifetime physical activity.

Content Statement - Physically literate people can express multiple, specific reasons to participate in a selected physical activity

Essential Understanding

- Current physical activity opportunities
- Elements necessary to create a physical activity plan.

Extended Understanding

- Future physical activity opportunities
- Methods of modifying a physical activity plan to fit changing needs.

Academic Vocabulary

- Physical Activity
- Physical Fitness
- Analyze
- Guidelines
- Opportunities
- Develop

Ultimate Learning Target

Type: Physically literate people can express multiple, specific reasons to participate in a selected physical activity.

Broad Learning Target:

- The student can share and articulate specific reasons for participating in a selected physical activity.
- The student can identify the challenges and feelings that come with learning a new physical activity.
- The student can research and identify options/ways for people to participate in the physical activity now and throughout their lives.
- The student can describe the social benefits of participating in a selected lifetime physical activity.

Underpinning Knowledge Learning Targets:

- The student can identify and give examples of current and future physical activity opportunities
- The student can identify and give examples of barriers and helpers to being physically active

Underpinning Skills Learning Targets:

- The students can create a physical activity plan to meet current needs and interests.

Underpinning Reasoning Learning Targets:

- The student can explain what opportunities there are to being physically active
- The student can explain what barriers there are to being physically active
- The student can explain how to create a physical activity plan to meet current needs and interests.

Standard #3A (Prior Grade Standard)

Identify school, home and community physical activity opportunities to meet physical activity guidelines.

Standard #3A (Future Grade Standard)

Identify current and future lifetime physical activity opportunities.

Content Elaborations

Physical Education I is fitness focused. At the beginning of the year and unit, students will identify, create a list, and apply safe practices, rules, and procedures in physical activity settings. In the process, students will identify unsafe practices and conditions and offer appropriate alternatives to correct them. They will also demonstrate consistent effort based on their level of challenge and take responsibility for their individual actions. Last, students will also demonstrate leadership and self-direction in a variety of physical activity settings. These will be applied and demonstrated throughout the year.

Instructional Strategies

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