



**Middle School
Fitness & Wellness 7.1
Curriculum
Guide**

FITNESS AND WELLNESS 7.1

Grade 7

Students will perform basic skills that are developmentally appropriate for students in 7th grade in at least one activity from the following categories: (a) invasion games, (b) net/wall games, (c) fielding/run-scoring games, and/or (d) target games. Students will also demonstrate the skills of the activity and apply tactics, knowledge and concepts of the activity. Students will receive the following health education topics inserted throughout this course in the gymnasium and/or classroom setting: (a) the nutritive value of foods, (b) the harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco, (c) venereal disease education, (d) age-appropriate instruction in dating violence prevention education, and (e) prescription opioid abuse prevention. In addition, physical educators will use the Ohio Department of Education Physical Education Evaluation as a guide by implementing the standards, benchmarks and rubrics aligned with the tactical games of understanding approach model. Length of course can be completed by having students attend one period per day for a 9 week course up to everyday for the entire school year.

Prerequisite: Physical Education 6.1

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Standard 1	A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
Benchmark A	Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.
Grade Band: 6-8	

Options: Choose one or more of the following:

1.	Movement patterns in fitness
2.	Specialized locomotor skills in individual performance activities
3.	Dance sequence

***If more than one is chosen, they can be averaged for a final rating in 1A.**

Option 1: Movement patterns in fitness

Task: 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).

MOVEMENT PATTERNS IN FITNESS SCORING GUIDE:

Level	Movement Sequence
Advanced 3	Demonstrates five or more essential fitness skills or patterns with correct technique.
Proficient 2	Demonstrates at least three essential fitness skills or patterns with correct technique.
Limited 1	Struggles to demonstrate correct technique for fewer than three fitness skills or patterns.

ANALYTIC RUBRIC EXAMPLE TEMPLATE:

For each fitness skill identified, it may be necessary for teachers to add critical elements to the rubric that align to the identified skill.

Level	Movement Sequence
Advanced 3	Demonstrates five or more essential fitness skills or patterns with correct technique throughout each of them.
Proficient 2	Demonstrates at least three essential fitness skills or patterns with correct technique.
Limited 1	Struggles to demonstrate correct technique for fewer than three fitness skills or patterns.

Example Template				
Movements or Movement Patterns (At least five total for advanced)	Upper Body	Lower Body	Abdominals	Total Body
Critical Elements: This should list the movement/ specifics of the technique that must be performed correctly to demonstrate correct technique.	Skill 1 _____	Skill 1 _____	Skill 1 _____	Skill 1 _____
	Critical Elements • • • •	Critical Elements • • • •	Critical Elements • • • •	Critical Elements • • • •
	Skill 2 _____	Skill 2 _____	Skill 2 _____	Skill 2 _____
	Critical Elements • • • •	Critical Elements • • • •	Critical Elements • • • •	Critical Elements • • • •
*Target Areas: There is no requirement to how many skills must be done in a specific area or that all areas must be addressed.				

Option 2: Specialized locomotor skills in individual performance activities

Task: 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 1 Benchmark B skills and are NOT to be assessed as Benchmark A.)

INDIVIDUAL PERFORMANCE ACTIVITIES SCORING GUIDE:

Level	Criteria
Advanced 3	At least five essential individual performance activity or lifetime physical activity skills are performed with correct technique.
Proficient 2	At least three essential individual performance activity or lifetime physical activity skills are performed with correct technique.
Limited 1	Fewer than three skills within an individual performance activity are performed correctly in isolated and applied settings.

ANALYTIC RUBRIC EXAMPLE TEMPLATE:

For each skill identified, it may be necessary for teachers to add critical elements to the rubric that align to the identified skill. It is necessary to identify at least two skills for each activity. For example, in track and field, the critical elements of the long jump should be added to template.

Example Template			
Essential Skills: Skills can be from various activities.	Skill 1 _____	Skill 2 _____	Skill 3 _____
Critical Elements: Should list the movement/specifcs of the technique that must be performed correctly to demonstrate proper technique.	• • • •		• • • •
Essential Skills: Can be from more than one activity.	Skill 4 _____	Skill 5 _____	
Critical Elements: Should list the movement/specifcs of the technique that must be performed correctly to demonstrate proper technique.	• • • •	• • • •	

Option 3: Dance Sequence

Task: 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.

DANCE SEQUENCE SCORING GUIDE:

Level	Dance Sequence
Advanced 3	Demonstrates correct dance movement skills and movement patterns for folk, social, creative, line or world dances synchronized to the music.
Proficient 2	Demonstrates correct dance movement skills and movement patterns for folk, social, creative, line or world dances synchronized to an external count or beat.
Limited 1	Demonstrates movement or movement patterns incorrectly AND/OR does not perform the movements to an external count or beat.
Movements or Movement Patterns	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8.

See excel sheets for data collection.

Level	Average Rating
Advanced	Score 3.0-2.75
Proficient	Score 2.74-1.75
Limited	Score 1.74-0

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**Standard
1**

A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Benchmark
B**

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

Grade Band: 6-8

**One assessment should be completed for each type of game:
Invasion games, net/wall games, striking fielding games and target games.**

Level	Average Rating
Advanced	Average score 3.0-2.75
Proficient	Average score 2.74-1.75
Limited	Average score 1.74-0

Assessment for Invasion Games:

Task: This evaluation focuses on the development of basic essential skills needed to be successful in an invasion game setting (e.g., passing, dribbling, shooting). Student 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.

INVASION GAME SCORING GUIDE:

Level	Criteria
Advanced 3	Essential sending, receiving, dribbling and shooting skills are performed consistently with correct form during both practice and small-sided game situations; game-related outcomes are successfully achieved the majority of the time using the skills.
Proficient 2	Essential sending, receiving, dribbling and shooting skills are performed with correct form in practice settings, though less frequent success is achieved in applying the skills in game situations.
Limited 1	Essential sending, receiving, dribbling and shooting skills are performed incorrectly OR only successful in practice settings and performers are unable to apply skills in game situations.

Directions: 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.

ANALYTIC RUBRIC (EXAMPLE) TEMPLATE:

Level	Pass and Receive	Dribbling	Shooting
Advanced 3	Sends passes accurately to a moving and stationary player. Receives passes from a teammate using appropriate form in both practice and small-sided games.	Dribbles in both practice and small-sided games while demonstrating appropriate form.	Shoots ball into goal during both practice and small-sided games while demonstrating correct form.
Proficient 2	Sends passes accurately to the player. Receives passes from a teammate using appropriate form in practice situations.	Dribbles with correct form in practice situations.	Demonstrates the critical elements of shooting from various locations in practice situations.
Limited 1	Struggles to successfully send a pass to a teammate or receive a pass from a teammate using appropriate form in practice tasks.	Dribbles using correct form in only designated practice drills or simple task environments (does apply skill in modified game situations) or does not demonstrate correct dribbling form.	Demonstrates the critical elements of shooting incorrectly OR only demonstrates in simple task environments.

ANALYTIC RUBRIC (EXAMPLE) TEMPLATE:

	Passing and Receiving	Dribbling	Shooting
Task Examples	<i>Small-sided game</i>	<i>Small-sided game</i>	<i>Small-sided game</i>
	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
Critical Elements	<i>Practice Tasks</i>	<i>Practice Tasks</i>	<i>Practice Tasks</i>
	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •

Assessment for Net/Wall Games:

Task: 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) Student 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.

NET/WALL GAME SCORING GUIDE:

Level	Criteria
Advanced 3	Net/wall essential skills are performed consistently with correct form in both practice and small-sided game situations; game-related outcomes are successfully achieved the majority of the time.
Proficient 2	Net/wall essential skills are performed using correct form in practice settings, though less frequent success is achieved in applying the skills to game situations.
Limited 1	Net/wall essential skills are performed incorrectly in practice settings and performers are unable to apply skills in game situations.

Directions: 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.

ANALYTIC RUBRIC (EXAMPLE) TEMPLATE:

Level	Striking/Forehand/Backhand
Advanced 3	Performs forehand and backhand strokes with power and accuracy (at least 70 percent) during gameplay, while demonstrating correct form and weight transfer.
Proficient 2	Performs forehand and backhand strokes with power and accuracy (at least 50 percent) during gameplay, while demonstrating correct form:
Limited 1	Does not perform offensive skills such as pivots, fakes, jab steps, give and go in designated practice drills or simple task environments; does not apply skill performance in modified game situations.

ANALYTIC RUBRIC (EXAMPLE) TEMPLATE:

	Serving	Striking/Forehand/Backhand	Volley
Task Examples	<i>Small-sided game</i> • •	<i>Small-sided game</i> • •	<i>Small-sided game</i> • •
	<i>Practice Tasks</i> • •	<i>Practice Tasks</i> • •	<i>Practice Tasks</i> • •
Critical Elements	• • • •	• • • •	• • • •

Assessment for Striking/fielding Games:

Task: 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.

SCORING GUIDE:

Level	Criteria
Advanced 3	Essential striking/fielding skills are performed consistently with correct form during both practice and small-sided game situations; game-related outcomes are successfully achieved the majority of the time.
Proficient 2	Essential striking/fielding skills are performed using correct form in practice settings, though less frequent success is achieved in applying the skills to game situations.
Limited 1	Essential striking/fielding skills are performed incorrectly in practice settings, and performers are unable to apply skills in game situations.

Directions: 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.

ANALYTIC RUBRIC (EXAMPLE) TEMPLATE:

Level	Underhand throw	Striking – Strike Fielding	Catching
Advanced 3	Performs consistently (70 percent of the time) a mature underhand pattern with accuracy and control.	Strikes a pitched ball with an implement for power to open space during small-sided games at least 50 percent of the time.	Catches using an implement using correct form from variable trajectories and speeds in a small-sided game or game situation.
Proficient 2	Executes consistently (at least 70 percent) a mature underhand pattern.	Strikes a pitched ball with mature form to open space during small-sided games or game situations.	Catches using an implement using correct form from different trajectories and speeds in a small-sided game or game situation.
Limited 1	Does not consistently execute a mature underhand form.	Does not strike a pitched ball with mature form.	Does not catch with mature form using an implement in game situations.

ANALYTIC RUBRIC (EXAMPLE) TEMPLATE:

	Underhand throw	Striking – Strike Fielding	Catching
Task Examples	<i>Small-sided game</i>	<i>Small-sided game</i>	<i>Small-sided game</i>
	<i>Practice Tasks</i>	<i>Practice Tasks</i>	<i>Practice Tasks</i>
Critical Elements			

Assessment for Target games:

Task: This evaluation focuses on the development of basic essential skills needed to be successful in a target game. Student 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.

TARGET GAMES SCORING GUIDE:

Level	Criteria
Advanced 3	Essential throwing, striking and propelling skills are performed with correct form during both practice and small-sided game situations the majority of the time.
Proficient 2	Essential throwing, striking and propelling skills are performed with correct form in practice settings with less frequent success achieved in applying the skills to game situations.
Limited 1	Essential throwing, striking and propelling skills are performed incorrectly in practice settings and success cannot be achieved.

Directions: 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.

ANALYTIC RUBRIC (EXAMPLE) TEMPLATE:

Level	Underhand throw	Striking –	Propelling
Advanced 3	Performs consistently (70 percent of the time) a mature underhand pattern with accuracy and control for one target game.	Strikes a ball with an implement to reach the target at least 50 percent of the time.	Propels an implement using correct form from variable trajectories and speeds to hit the target at least 50 percent of the time.
Proficient 2	Executes consistently (at least 70 percent of the time) a mature underhand pattern for a target game.	Strikes a ball with an implement to get closer to the target.	Propels an implement using correct form from different trajectories and speeds but frequently does not hit the target.
Limited 1	Does not consistently execute a mature underhand form in a target game.	Does not strike at the ball with the implement.	Does not propel the implement with mature form.

Analytic Rubric (Example) TEMPLATE:

	Underhand throw	Striking – Strike Fielding	Propelling
Task Examples	<i>Small-sided game</i>	<i>Small-sided game</i>	<i>Small-sided game</i>
	• •	• •	• •
Critical Elements	<i>Practice Tasks</i>	<i>Practice Tasks</i>	<i>Practice Tasks</i>
	• • •	• • •	• • •

See excel sheets for data collection.

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**Standard
2**

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Benchmark
A**

Apply tactical concepts and performance principles in game-like settings.

Grade Band: 6-8

Assessment Task – Game Performance Observation

Instructions: 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.

This 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 the next page to evaluate student performance.

Level	Criteria		
Component Observed	Decision-making – tactical options	Creating and using space	Defending space
Advanced 3	Consistently chooses best options in game play: <ul style="list-style-type: none"> • Attack and shoot where possible • Pass to teammate who can attack • Play a possession pass • Dribble to reposition 	Consistently moves to spaces where passes can be received when teammates have the ball	Consistently moves to mark or guard opponents, to deny space and prevent opponents from attacking and scoring
Proficient 2	Usually chooses best options in game play: <ul style="list-style-type: none"> • Attack and shoot where possible • Pass to teammate who can attack • Play a possession pass • Dribble to reposition 	Usually moves to spaces where passes can be received when teammates have the ball	Usually moves to mark or guard opponents, to deny space and prevent opponents from attacking and scoring
Limited 1	Rarely chooses best options in game play: <ul style="list-style-type: none"> • Attack and shoot where possible • Pass to teammate who can attack • Play a possession pass • Dribble to reposition 	Rarely moves to spaces where passes can be received when teammates have the ball	Rarely moves to mark or guard opponents, to deny space and prevent opponents from attacking and scoring

See excel sheets for data collection.

Level	Average Rating
Advanced	Average score 3.0-2.75
Proficient	Average score 2.74-1.75
Limited	Average score 1.74-0

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**Standard
2**

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Benchmark
B**

Demonstrates knowledge of critical elements and biomechanical principles for specialized skills.

Grade Band: 6-8

Assessment Task – Individual Project

Instructions: 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?
3. Develop a plan to improve movement performance using the appropriate movement principles, critical elements, drills and biomechanical principles.

Level	Criteria
Advanced 3	The project contains a complete list of critical elements needed in the preparation, execution and follow-through phases of movement. Common errors are described in detail with reference to biomechanical principles. The plan includes elements to improve the skill that applies biomechanical principles in specific and appropriate drills, critical elements (cues) or movement principles.
Proficient 2	The project identifies appropriate critical elements needed to improve the skill. Common errors are described with reference to biomechanical principles. The plan includes elements to improve the skill using drills, critical elements (cues) or movement principles.
Limited 1	The important skills are identified, but critical elements are not listed. Common errors are listed but not described, and reference to biomechanical principles is absent. The plan to improve the skill is deficient, incorrect or unable to improve the performance.

See excel sheets for data collection.

Level	Average Rating
Advanced	Average score 3.0-2.75
Proficient	Average score 2.74-1.75
Limited	Average score 1.74-0

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Standard 3	Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Benchmark A	Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.
Grade Band: 6-8	

Level	Physical Activity Data Analysis Plan
Advanced 3	<ul style="list-style-type: none"> • Analyzes physical activity data and thoroughly determines why or why not he/she met the recommendation for daily physical activity. • Develops an effective physical activity plan to meet physical activity guidelines and personal preferences, and identifies appropriate, accessible and appealing physical activity resources at home and in the community to meet physical activity guidelines. • Identifies appropriate physical activities that are alternatives to screen time.
Proficient 2	<ul style="list-style-type: none"> • Analyzes physical activity data to determine if he/she has met the recommendation for daily physical activity. • Develops an effective physical activity plan to meet physical activity guidelines, and identifies appropriate physical activity opportunities to meet physical activity guidelines. • Identifies appropriate physical activities that are alternatives to screen time.
Limited 1	<ul style="list-style-type: none"> • Cannot analyze physical activity data to determine if he/she met the recommendation for daily physical activity. • Physical activity plan is not designed to achieve the physical activity guidelines and/or is not realistic to the students' needs and interests. • Cannot identify appropriate physical activities that are alternatives to screen time.

*Scoring of each portion is based on meeting all 3 measures (bullets) in the level. Therefore, one aspect falls in a lower level, the lower level would be the rating earned.

See excel sheets for data collection.

Level	Average Rating
Advanced	Average score 3.0-2.75
Proficient	Average score 2.74-1.75
Limited	Average score 1.74-0

Assessment Task

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

Activity	Amount of Time	Moderate	Vigorous
Total			

Activity	Amount of Time	Moderate	Vigorous
Total			

Activity	Amount of Time	Moderate	Vigorous
Total			

2. Do I achieve at least 60 minutes of physical activity? (Check those that apply.)

I am physically active every day for 60 minutes with moderate and vigorous activities	I am physically active most days for 60 minutes	I need to increase my amount of physical activity

a. 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	

4. 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?

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**Standard
3**

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Benchmark
B**

Utilizes principles and practices to design a personalized health-related fitness plan.

Grade Band: 6-8

Overall Task: Complete the fitness plan assessment and answer all questions in regard to the plan. Scoring of each section is identified in the rubrics.

Fitness Plan Rubric – Sections 1 and 2

Level	Cardiovascular Endurance Plan	Muscular Strength and Endurance (Upper Body and Abdominals)	Flexibility, Warm Up and Cool Down
Advanced 3	<ul style="list-style-type: none"> • Fitness plan identifies specific exercises/activities that would enhance cardiovascular endurance. • The plan demonstrates a clear application of the FITT training principles in effective ways. • Student shows thorough understanding of his/her target heart rate in contrast to cardiovascular endurance. 	<ul style="list-style-type: none"> • Fitness plan identifies specific exercises/activities that would enhance muscular strength, endurance and upper body, lower body and core. • The plan demonstrates a clear application of the FITT training principles in effective ways. • Student thoroughly understands the difference between muscular strength and muscular endurance. 	<ul style="list-style-type: none"> • Fitness plan identifies specific warm-up and cool-down activities and specific flexibility activities. • The plan demonstrates a clear application of the FITT training principles in effective ways. • Student can define warm-up and cool-down activities and provide examples for each.
Proficient 2	<ul style="list-style-type: none"> • Provides some exercises/activities that would enhance or maintain cardiovascular endurance. • Applies the FITT principles on a consistent basis. • Student shows an understanding of target heart rate in contrast to cardiovascular endurance. 	<ul style="list-style-type: none"> • Provides some exercises/activities that would enhance muscular strength and endurance in various areas of the body. • Applies FITT principles on a consistent basis. • Student understands the difference between muscular strength and muscular endurance. 	<ul style="list-style-type: none"> • Provides some warm-up and cool-down activities and exercises that would enhance flexibility. • Applies FITT principles on a consistent basis. • Student can determine the difference between warm-up and cool-down activities.
Limited 1	<ul style="list-style-type: none"> • Does not provide appropriate cardiovascular endurance activities. • FITT principles are not effectively used to develop the plan. • Student does not show an understanding of target heart rate in contrast to cardiovascular endurance. 	<ul style="list-style-type: none"> • Does not provide appropriate activities to develop muscular strength and endurance for various areas of the body. • FITT principles are not effectively used to develop the plan. • Student does not understand the difference between muscular strength and muscular endurance. 	<ul style="list-style-type: none"> • Does not provide warm-up and cool-down activities and exercises to develop flexibility. • FITT principles are not effectively used to develop the plan. • Student does not understand the difference between warm-up and cool-down activities.

*Scoring of each portion is based on meeting all 3 measures (bullets) in the level. Therefore, one aspect falls in a lower level, the lower level would be the rating earned.

Technology and Healthy Habits – Sections 3 and 4

Level	Technology and Fitness	Healthy Habits and Exercise
Advanced 3	Describes how to apply technology to monitor and implement fitness plan.	Identifies healthy foods, snacks and beverage choices for exercise. Choices help create calorie balance, nutrient density and appropriate for exercise.
Proficient 2	Describes a technology one can use to monitor fitness.	Identifies health foods, snacks and beverages you will eat for exercise.
Limited 1	Student does not describe how to use technology to monitor fitness.	Does not identify appropriate food choices for exercise.

*If the student properly used technology to complete the physical activity log in 3A, the student would be determined advanced for the technology rubric and does not need to complete section 2.

Benchmark B score = Average of all five sections.

Level	Average Rating
Advanced	Average score 3.0 - 2.75
Proficient	Average score 2.74 - 1.75
Limited	Average score 1.74 - 0

Assessment Task

1. Fitness Plan

- a. Review and evaluate your fitness assessment and fill in the chart below.

Health-related Fitness Assessment	Results	Met the Healthy-Fitness Zone
Cardiorespiratory [e.g., PACER]		Yes / No
Muscular strength and endurance (abdominals) [e.g., curl up]		Yes / No
Muscular strength and endurance (upper body) [e.g., 90-degree push-up – cadence]		Yes / No
Flexibility [e.g., back-saver sit-and-reach]		Yes / No

2. Complete the chart below to outline your personal fitness plan. Complete the number of exercises that are sufficient for your plan (you do not need to complete each row available).

Cardiovascular Endurance				
	Type (What exercise(s)?)	Frequency (How many days per week?) Circle days you plan to do the activity.	Intensity (What percentage of my target heart rate OR rate of perceived exertion to achieve benefits?)	Time (How long should I go to achieve benefits?)
Option 1		M Tu W Th F Sa Su Total per week: _____		
Option 2		M Tu W Th F Sa Su Total per week: _____		
Option 3		M Tu W Th F Sa Su Total per week: _____		
How does one determine his/her target heart rate?				
What is your target heart rate? Please show your work on how you came to this conclusion.				
Muscular Strength and Endurance Upper Body				

	Type (List the exercise)	Frequency (Days per week)	Weight or Intensity	Reps or Time
Exercise 1		M Tu W Th F Sa Su Total per week: ____		
Exercise 2		M Tu W Th F Sa Su Total per week: ____		
Exercise 3		M Tu W Th F Sa Su Total per week: ____		
Exercise 4		M Tu W Th F Sa Su Total per week: ____		

Muscle Strength and Endurance Abdominals and Lower Body

	Type (List the exercise)	Frequency (Days per week)	Weight or Intensity	Reps or Time
Exercise 1		M Tu W Th F Sa Su Total per week: ____		
Exercise 2		M Tu W Th F Sa Su Total per week: ____		
Exercise 3		M Tu W Th F Sa Su Total per week: ____		
Exercise 4		M Tu W Th F Sa Su Total per week: ____		

Provide an example of muscular strength versus muscular endurance using intensity and duration (or repetitions) to show the differences between the two areas.

Flexibility

Activity specific movements and stretches

Flexibility Exercise 1		M Tu W Th F Sa Su Total per week: ____
Flexibility Exercise 2		M Tu W Th F Sa Su Total per week: ____
Flexibility Exercise 3		M Tu W Th F Sa Su Total per week: ____

What does a warm-up activity consist of?

Give an example:

What does a cool-down activity consist of?

Give an example:

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

4. Apply nutritional concepts – 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:

1. You are going for a three-mile run or a long-distance (30 minute) bike ride today. Choose a meal to eat from the list below:

- A. Burger, fries and a soda
- B. A sports drink
- C. A turkey sandwich, apple and water
- D. Taco salad and a diet soda
- E. Nothing

2. You need a quick snack right after lifting weights.

- A. A sports drink
- B. A turkey sandwich, apple and water
- C. Cup of nuts or a yogurt
- D. Bag of chips
- E. A can of pop

3. A snack between events at an all-day track meet

- A. Candy bar
- B. Can of pop
- C. Bag of chips
- D. Banana
- E. Jello
- F. Nothing

4. A beverage at halftime of your basketball game

- A. Water
- B. Sports drink
- C. Can of Pop
- D. Energy drink

5. A beverage before the championship tennis match

- A. Water
- B. Sports drink
- C. Can of pop
- D. Energy drink
- E. Juice box

Healthy Choices Answer Key:

1. **C** Provides protein and carbohydrates that can be used throughout an extended period of exercise. Also provides a hydrating beverage that would be needed throughout the exercise session.
2. **C** This is the only option that is deemed a “snack” and provides a protein and carbohydrate. A snack is a small amount of food that would keep you from feeling hungry without feeling full and unable to move.
3. **D** A banana is the healthiest snack option that will help provide energy.
4. **A** Water provides you with the best means of hydration without additional calories.
5. **A** Water provides you with the best means of hydration without additional calories.

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Standard 4	Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.
Benchmark A	Develops and applies rules, safe practices and procedures in physical activity settings.
Benchmark B	Communicates effectively with others to promote respect and conflict resolution in physical activity settings.
Grade Band: 6-8	

Task: The following rubric can be used as a formative assessment over the course of a number of different games or contexts. If assessed in multiple settings or times throughout the grade band, determine an average rating for each benchmark.

Directions: Observe student behavior in an activity that would allow the student to demonstrate the categories listed in the rubric. Provide one rating for each category. Calculate an average for each category for a score for each benchmark. (Note: A student's responsibility for proper attire during physical education class is not included in the standards or this assessment.)

Level	Average Rating
Advanced	Average score 3.0 – 2.75
Proficient	Average score 2.74 – 1.75
Limited	Average score 1.74 - 0

Level	Criteria				
	4A Personal		4B Social		
	Safe	Self-direction	Cooperate	Respect Others	Resolving Conflict and Fair Play
Advanced 3	<ul style="list-style-type: none"> Anticipates and recognizes possible unsafe situations and provides solutions to issues related to safety. Encourages peers to promote safety within activities. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Consistently applies rules, safe practices and procedures in class activities. 	<ul style="list-style-type: none"> Effort given throughout in individual, small- and large-group activities. Student challenges self to be successful at his or her level. Tries his or her best without prompts or encouragements from others for activities. Takes responsibility and accepts consequences for actions. 	<ul style="list-style-type: none"> Consistently engages in appropriate cooperative behaviors in partnerships and/or groups. Behaviors include leading, following and supporting group members to improve play in cooperative and competitive settings. Evaluates personal behaviors and refines behavior to ensure positive effects on others without prompts. 	<ul style="list-style-type: none"> Demonstrates and encourages others to respect individuals who may be of different backgrounds or different skill levels by encouraging others or other behaviors to include all students. Provides frequent positive comments to classmates without prompts. Never uses put downs or comments that are hurtful. 	<ul style="list-style-type: none"> Consistently demonstrates cooperation and sensitivity when resolving conflict in games without prompts or support from teacher. Consistently demonstrates good winner/loser behaviors without prompts or direction (e.g., shaking hands, complimenting others, letting outcomes go). Always accepts and respects decisions made by the designated official.
Proficient 2	<ul style="list-style-type: none"> Follows all rules, safe practices and procedures in class activities. Recognizes possible unsafe situations and seeks solutions with others to ensure safety of self and others. 	<ul style="list-style-type: none"> Engages in individual, small- and large-group activities and stays on task with prompts and encouragement from others. Completes lesson tasks without constant supervision. Takes responsibility for actions. 	<ul style="list-style-type: none"> Leads, follows and supports group members to improve play in cooperative and competitive settings. Evaluates personal behavior to ensure positive effects on others and refines behavior with prompts from others. 	<ul style="list-style-type: none"> Respects the rights and feelings of those who may be of different backgrounds or different skill levels. Provides some positive comments to classmates and does not use put downs or comments that are hurtful. 	<ul style="list-style-type: none"> Demonstrates cooperation with others when resolving conflict in games. Demonstrates good winner/loser behaviors (e.g., shaking hands, complimenting others, letting outcomes go) with prompts or directions. Accepts and respects decisions made by the designated official.
Limited 1	<ul style="list-style-type: none"> Needs prompts or encouragement or does not follow rules and/or safe practices . Does not recognize unsafe situations or behaviors that create unsafe situations for others. 	<ul style="list-style-type: none"> Engages in activities and stays on task with prompts and encouragement from others. Prompts needed to be prepared for success. Takes little or no responsibility for actions and consequences. 	<ul style="list-style-type: none"> Engages in behaviors that are helpful to others after prompts or direction from the teacher or does not engage in behaviors that are helpful to others. Does not recognize and/or evaluate the effects of personal behavior to ensure positive effects on others. 	<ul style="list-style-type: none"> Has difficulty in respecting the rights and feelings of those who may be of different backgrounds or different skill levels. Sometimes uses put downs or comments that are hurtful. 	<ul style="list-style-type: none"> Does not successfully demonstrate cooperative behaviors when resolving conflict in games. Inconsistent demonstration of good winner/loser behaviors (e.g., shaking hands, complimenting others, has difficult time letting outcomes go). Argues, challenges, or does not accept decisions made by the designated official.

See excel sheets for data collection.

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Standard 5	Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
Benchmark A	Makes a connection between participation in physical activity and physical, emotional and intellectual health.
Benchmark B	Discusses the positive impact physical activity has on his or her life.

Grade Band: 6-8

Task: 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, make a poster, brochure, flyer, video or an electronic product.

Directions: Provide a rating in both Benchmark A and B using the attached rubric.

Level	Criteria	
	5A - Health benefits	5B - Reasons to participate in physical activity
Advanced 3	Project identifies <i>three</i> or more specific health benefits gained while participating in the physical activity from <i>any</i> of the following categories: physical, emotional and/or intellectual health.	Project expresses <i>three</i> or more specific reasons to participate in physical activity across more than one category (e.g., social interaction, enjoyment, challenge, self-expression) that would lead to an individual valuing physical activity.
Proficient 2	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.	Project expresses at least two reasons from the categories of reasons to participate in physical activity (e.g., self-expression, social interaction, challenge, enjoyment).
Limited 1	Project identifies fewer than two specific health benefits gained participating in the physical activity from any of the following categories: physical, emotional and/or intellectual health.	Project is limited in expressing the reasons why a person would value physical activity or a specific activity.

See excel sheets for data collection.

Level	Average Rating
Advanced	Average score 3.0-2.75
Proficient	Average score 2.74-1.75

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Standard 6	Students will comprehend concepts related to health promotion and disease prevention to enhance health. National Standard 1
Benchmark A	The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco.

Grade Band: 6-8

Task: Students will be able to recognize and describe the harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages and tobacco.

Directions:

Level	Criteria
	6A -
Advanced 3	
Proficient 2	
Limited 1	

See excel sheets for data collection.

Level	Average Rating
Advanced	Average score 3.0-2.75
Proficient	Average score 2.74-1.75

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Standard 7	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. National Standard 4
Benchmark A	Harmful effects of venereal disease and how to avoid and reduce health risks.
Grade Band: 6-8	

Task: Students will be able to describe types sexually transmitted infections and how they are commonly spread by sex.

Directions:

Level	Criteria
Advanced 3	
Proficient 2	
Limited 1	

See excel sheets for data collection.

Level	Average Rating
Advanced	Average score 3.0-2.75
Proficient	Average score 2.74-1.75

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Standard 8	Students will demonstrate the ability to use decision-making skills to enhance health. National Standard 5
Benchmark A	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.

Grade Band: 6-8

Task: Students will be able to describe the prescription drug epidemic and connection between prescription opioid abuse and addiction to other drugs, such as heroin.

Directions:

Level	Criteria
	10A -
Advanced 3	
Proficient 2	
Limited 1	

See excel sheets for data collection.

Level	Average Rating
Advanced	Average score 3.0-2.75
Proficient	Average score 2.74-1.75

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Standard 9	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. National Standard 7
Benchmark A	Age-appropriate instruction in dating violence prevention education, which includes instruction in recognizing dating violence warning signs and characterizes of healthy relationships.
Grade Band: 6-8	

Task: Students will be able to recognize dating violence warning signs and characteristics of healthy relationships.

Directions:

Level	Criteria
	12A -
Advanced 3	
Proficient 2	
Limited 1	

See excel sheets for data collection.

Level	Average Rating
Advanced	Average score 3.0-2.75
Proficient	Average score 2.74-1.75