



# Physical Education

## Physical Education I

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**

	<b>Unit 1. Physical Fitness. (3A &amp; B)</b> <span style="float: right;"><b>4 Weeks</b></span>
	1.1 Develops a current and lifetime physical activity plan (3A) – Learning Targets 1, 2, 3 1.2 Implements principles and practices to develop a fitness and nutritional plan to meet individual needs (3B) -Learning Targets 4, 5, 6, 7, 8, 9
	<b>Unit 2. Motor Skills and Movement Patterns. (1A)</b> <span style="float: right;"><b>3 Weeks</b></span>
	2.1 Demonstrates combined movement skills and patterns in authentic settings. (1A)- Learning Target 10, 11, 12
	<b>Unit 3. Concepts and Principles Related to Movement and Performance. (2A)</b> <span style="float: right;"><b>2 Weeks</b></span>
	3.1 Applies knowledge of concepts, principles, and strategies related to movement and performance . (2A) Learning Target 13

**Quarter Y**

<b>Unit 4. Biomechanical Principles. (2B)</b>	<b>4 Weeks</b>
4.1 Apply biomechanical principles to performance in authentic settings. (2B) – Learning Targets 14, 15, 16	
<b>Unit 5. Responsible Personal Behavior and Social Behavior. (RPSB) (4A)</b>	<b>3 Weeks</b>
5.1 Demonstrate leadership by holding self and others responsible for following safe practices, rules, and procedures and etiquette in physical activity settings. (4A) – Learning Targets 17, 18, 19, 20	
<b>Unit 6. The Value of Physical Activity . (5A)</b>	<b>2 Weeks</b>
6.1 Analyzes the activity to identify specific physical, mental, and social health benefits. (5A) - Learning Targets 21, 22, 23	

## Scope and Sequence

Unit I. Physical Fitness <span style="float: right;">4 weeks</span>			
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"> <li>1. <a href="#">Identify current and future physical activity opportunities along with barriers and helpers to being physically active.</a></li> <li>2. <a href="#">Analyze technology, social media or community physical activity opportunities</a></li> <li>3. <a href="#">Create a physical activity plan to meet current needs and interests</a></li> </ol>	<ul style="list-style-type: none"> <li>● What are some physical activities that a teenager can participate in in school?</li> <li>● What are some physical activities that teenagers can participate in throughout life?</li> <li>● What are reasons some school activities are easier to participate in in school but not later in life?</li> <li>● What technology is out there that promotes physical activity?</li> <li>● What physical activities do teenagers enjoy?</li> <li>● What physical activity opportunities are out there in the community?</li> </ul>	<ul style="list-style-type: none"> <li>● Research extracurricular physical activities offered at school, community center, and/or other outside organizations.</li> <li>● Identify current level of physical activity using any recall tool, (Activity Pyramid, Activity tracker, Pedometer, etc.)</li> <li>● Research technology that can promote physical activity. (YouTube, TikTok, Virtual Reality, etc.)</li> <li>● Identify what physical activities can be done individually.</li> </ul>

## Unit I. Physical Fitness

4 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)	<ol style="list-style-type: none"> <li>4. <a href="#">Analyze and apply technology to support fitness and physical activity.</a></li> <li>5. <a href="#">Identify cardiovascular endurance activities and apply fitness principles.</a></li> <li>6. <a href="#">Identify different types of muscle fitness activities and apply fitness principles to develop muscle fitness.</a></li> <li>7. <a href="#">Identify flexibility activities and apply FITT principle to improve or maintain flexibility</a></li> <li>8. <a href="#">Create a health-related fitness plan that applies fitness concepts and principles for each component of fitness.</a></li> <li>9. <a href="#">Describe and apply nutritional concepts for exercise and create a plan for before, during and after exercise to meet nutritional needs.</a></li> </ol>	<ul style="list-style-type: none"> <li>● What are the five components of Health Related fitness?</li> <li>● What are the three basic principles of exercise?</li> <li>● How are the FITT Principles applied?</li> <li>● What is the Target Heart Rate Zone?</li> <li>● What are the differences between muscular strength and muscular endurance?</li> <li>● What technology can be used to track certain components of Health Related fitness?</li> <li>● What assessments can be used to analyze each component of health-related fitness?</li> <li>● What is the Healthy-Fitness Zone (HFZ) for each component of Health-Related Fitness?</li> <li>● What are the benefits of participating in moderate to vigorous physical activities?</li> <li>● What are some healthy snacks that can be consumed before, during, and after exercise?</li> </ul>	<ul style="list-style-type: none"> <li>● Find your pulse and determine your resting heart rate.</li> <li>● Use the maximal heart rate and heart rate range methods to determine your target heart rate zone.</li> <li>● Identify activities that can improve each component of Health Related fitness.</li> <li>● Describe the differences of how resistance training can be used to improve muscular endurance and strength.</li> <li>● Create a warm up and cool down routine.</li> <li>● Create a healthy menu of foods, snacks, and beverages that can be consumed before, during, and after exercise.</li> <li>● Describes technology one can use to monitor fitness.</li> </ul>

Unit 2 Motor Skills and Movement Patterns			
			3 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
2.1 Demonstrates combined movement skills and patterns in authentic settings. (1A)	10. <a href="#">Describe and demonstrate competent performance of individual specialized skills in health-related fitness activities.</a> 11. <a href="#">Describe and demonstrate competent performance of individual specialized skills in select movement forms.</a> 12. <a href="#">Design and demonstrate an individual, partner, or group routine that combines complex movement patterns in a performance setting.</a>	<ul style="list-style-type: none"> <li>● What are the 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).</li> <li>● What are the skill cues for the individual performance activities? (Might include gymnastics, track and field, inline skating, wrestling, swimming, snowboarding, skiing, rock climbing.)</li> <li>● What are the skill cues for dance movement patterns for folk, social, creative, line or world dances synchronized to an external count to beat.</li> </ul>	<ul style="list-style-type: none"> <li>● Create a list of skill cues for performing essential fitness skills.</li> <li>● Write down the skills cues for individual performance activities?</li> <li>● Create a dance routine.</li> <li>● List the critical elements that align with the identified skill.</li> <li>● Identify fitness movement patterns for the four areas; Upper Body, Lower Body, Abdominals and Total Body.</li> </ul>

Unit 3 Concepts and Principles Related to Movement and Performance				2 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
3.1 Applies knowledge of concepts, principles, and strategies related to movement and performance. (2A)	13. <a href="#">Describe and implement effective strategies for successful performance in select categories of movement forms. (lifestyle physical activities, individual performance activities, games.)</a>	<ul style="list-style-type: none"> <li>• What are lifestyle physical activities?</li> <li>• What are the critical elements to perform lifestyle activities successfully?</li> <li>• What are the critical elements to perform individual performance activities successfully?</li> </ul>	<ul style="list-style-type: none"> <li>• Create a list of skill cues for performing essential fitness skills.</li> <li>• Create a list of skill cues for performing essential fitness skills.</li> <li>• Identify the type of game used for assessment, i.e., invasion, target, striking/fielding, and net/wall.</li> <li>• Identify the critical elements for each of the specific skills listed in the ODE rubric.</li> <li>• Identify the tasks (small-sided, modified tasks/game play and simple drills/taks) where you will observe these skills.</li> </ul>	



Unit 4 Biomechanical Principles				3 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
4.1 Apply biomechanical principles to performance in authentic settings. (2B)	14. <a href="#">Describe and apply critical elements and biomechanical principles.</a> 15. <a href="#">Analyze and evaluate performance of self and others across multiple movement forms.</a> 16. <a href="#">Identify and apply biomechanical principles, knowledge of critical elements, cues, and fitness activities to improve movement performance.</a>	<ul style="list-style-type: none"> <li>• What are biomechanical principles?</li> <li>• What biomechanical principles improve movement performance?</li> <li>• What are the critical elements in preparation, execution and follow-through phases of the skill?</li> <li>• What fitness activities improve movement performance?</li> <li>• What are the common errors of performing the skill?</li> </ul>	<ul style="list-style-type: none"> <li>• Write down the correct cues for performing various calisthenic movements (push-ups, curl-ups, pull ups, etc.)</li> <li>• List the correct cues for performing various weight training exercises (bench, pull downs, squats, etc.)</li> <li>• Create a rubric of the correct cues for each exercise, observe a classmate, and provide written and verbal feedback as to their form.</li> </ul>	

Unit 5 Responsible Personal Behavior and Social Behavior				2 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
5.1 Demonstrate leadership by holding self and others responsible for following safe practices, rules, and procedures and etiquette in physical activity settings. (4A)	17. <a href="#">Contribute to the development and maintenance of rules that provide for safe participation in physical activities.</a> 18. <a href="#">Identify unsafe practices and conditions, offer appropriate alternatives and independently take steps to correct them.</a> 19. <a href="#">Give consistent effort at an appropriate level of challenge and take responsibility for individual actions.</a> 20. <a href="#">Demonstrate leadership and self-direction in a variety of physical activity settings.</a>	<ul style="list-style-type: none"> <li>• What are unsafe practices and conditions in a physical activity setting?</li> <li>• What are some safety rules, safe practices, and procedures in a physical activity setting?</li> <li>• Student leads, follows and supports group members to improve play in cooperative and competitive settings.</li> <li>• Respects rights and feelings of those who may be of different backgrounds or different skills.</li> <li>• Accepts and respects decisions made by the designated official.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a list of safety rules and practices for a weight room setting.</li> <li>• Create a list of safety procedures in a physical activity setting.</li> <li>• Write down examples of demonstrating proper weight room/exercise etiquette.</li> </ul>	

Unit 6 The Value of Physical Activity				1 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
6.1 Analyzes the activity to identify specific physical, mental, and social health benefits. (5A)	21. <a href="#">Analyze the impact of a specific physical activity on the body and link the benefits to all of the components of fitness.</a> 22. <a href="#">Analyze the impact of a specific physical activity on emotional health.</a> 23. <a href="#">Analyze the connection between a specific physical activity and intellectual health as it relates to the positive effects of physical activity on brain function.</a>	<ul style="list-style-type: none"> <li>• What are the specific physical health benefits on the body when performing cardiovascular activities?</li> <li>• What are the specific physical health benefits on the body when performing muscle fitness activities?</li> <li>• What are the specific physical health benefits on the body when performing flexibility activities?</li> <li>• What are emotional health benefits and reasons to participate in a physical activity?</li> <li>• What are the mental health benefits of participating in physical activity?</li> </ul>	<ul style="list-style-type: none"> <li>• Create a pamphlet describing the physical and mental benefits of resistance training.</li> <li>• Create an advertisement for television that promotes a physically active life.</li> <li>• Research and report the positive effects of flexibility exercises on the body and mind.</li> </ul>	

## Curriculum and Instruction Guide

### Unit #1 Physical Fitness

#### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 1 &amp; 3.</b></p> <ol style="list-style-type: none"> <li>1. Identify current and future physical activity opportunities along with barriers and helpers to being physically active.</li> <li>2. Create a physical activity plan to meet current needs and interests</li> </ol> <p>Content Statement <i>Physically literate people can identify current and future physical activity opportunities along with barriers and helpers to being physically active.</i></p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>-</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b><u>Academic Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>- Physical Activity</li> <li>- Physical Fitness</li> </ul>
<p><b>Ultimate Learning Target</b> <b>Type:</b> Physically literate people can identify current and future physical activity opportunities along with barriers and helpers to being physically active.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify current and future physical activity opportunities along with barriers and helpers to being physically active.</li> <li>- The student can create a physical activity plan to meet current needs and interests</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify and give examples of technology, social media or community physical activity opportunities.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can create a list of technology, social media or community physical activity opportunities</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can evaluate technology, social media or community physical activity opportunities.</li> </ul>	
<p><b>Standard #3A (Prior Grade Standard)</b> Develops a plan to meet the recommendation for daily physical activity.</p>	<p><b>Standard #3A (Future Grade Standard)</b> Develops a current and lifetime physical activity plan.</p>	

### Content Elaborations

Physical Education I is fitness focused. At the beginning of the semester, what lifetime physical fitness entails and why it is important to reach for that goal is covered. As the semester progresses, specific details of how to improve the components of health-related fitness are covered. By the end of the semester, students will know the parts and how to create a lifetime physical fitness plan. 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 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

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](http://www.cdc.gov/physicalactivity/everyone/success/children_example_maria.html))
2. Assess each health-related and skill-related category utilizing various assessment tools (Fitnessgram, Fitness for Life Assessments, President Fitness Challenge, etc.) and utilize the results to help discover what physical activities they could be successful in and which ones would need more work.
3. Identify barriers that can hinder participation in physical activities and possible solutions to promote it.

## 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.

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## 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.

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## Unit #1 Physical Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 2 &amp; 4.</b></p> <p>2. Analyze technology, social media or community physical activity opportunities</p> <p>4. Analyze and apply technology to support fitness and physical activity.</p> <p><i>Content Statement 2. Physically literate people can analyze and apply technology to support fitness and physical activity opportunities.</i></p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Current technology, social media, community physical opportunities available.</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Applying technology to support fitness and physical activity as it evolves.</li> </ul>	<p><b><u>Academic Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>- Physical Activity</li> <li>- Physical Fitness</li> </ul>
<p><b>Ultimate Learning Target</b></p> <p><b>Type:</b> Physically literate people can analyze and apply technology to support fitness and physical activity opportunities.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify a variety of technology, social media or community physical activity opportunities.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify and give examples of technology, social media or community physical activity opportunities.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can create a list of technology, social media or community physical activity opportunities</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can evaluate technology, social media or community physical activity opportunities.</li> <li>- The student can select a variety of technology, social media or community physical activity opportunities.</li> <li>- The student can judge and compare technology, social media or community physical activity opportunities.</li> </ul>	
<p><b>Standard #3A (Prior Grade Standard)</b></p> <p>Develops a plan to meet the recommendation for daily physical activity.</p>	<p><b>Standard #3A (Future Grade Standard)</b></p> <p>Develops a current and lifetime physical activity plan.</p>	

## Content Elaborations

Physical Education I is fitness focused. At the beginning of the semester, what lifetime physical fitness entails and why it is important to reach for that goal is covered. As the semester progresses, specific details of how to improve the components of health-related fitness are covered. By the end of the semester, students will know the parts and how to create a lifetime physical fitness plan. In this lesson students will identify and analyze what technology is available that can help support fitness and physical activity. Fitness and physical activity on social media will also be analyzed as well as opportunities in the community. Students will be able to describe and apply those resources to support their lifetime fitness and physical activity.

## Instructional Strategies

1. Research available technology that promotes physical activity. Analyze and utilize it, and describe how the experience of using it was.
2. Visit a local community center to discover what physical activity opportunities are available.
3. Research available technology that supports physical activity. Analyze and utilize it, and describe how the experience helps support physical activity.

## Sample Assessments and Performance Tasks

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## Unit #1 Physical Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 5</b> Identify cardiovascular endurance activities and apply fitness principles.</p> <p>Content Statement <i>Physically literate people can identify cardiovascular activities and apply fitness principles.</i></p>	<p><b><u>Essential Understanding</u></b> - Activities that are and help improve cardiovascular endurance.</p> <p><b><u>Extended Understanding</u></b> - Application of the fitness principles to cardiovascular endurance</p>	<p><b><u>Academic Vocabulary</u></b> - Physical Fitness - Physical Activity - Cardiovascular Endurance - Principle of Overload - Principle of Progression - Principle of Specificity</p>
<p><b>Ultimate Learning Target</b> <b>Type:</b> Physically literate people can identify cardiovascular activities and apply fitness principles.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify cardiovascular endurance activities.</li> <li>- The student can apply fitness principles to cardiovascular endurance activities.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify and provide examples of cardiovascular endurance activities.</li> <li>- The student can give examples of how fitness principles are applied to cardiovascular endurance activities.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can create a cardiovascular endurance plan to improve their physical fitness.</li> <li>- The student can apply the fitness principles to improving cardiovascular endurance.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can list the benefits of having good cardiovascular endurance.</li> </ul>	
<p><b>Standard #3B (Prior Grade Standard)</b> Utilizes principles and practices to design a personalized health-related fitness plan</p>	<p><b>Standard #3B (Future Grade Standard)</b> Implements principles and practices to develop a fitness and nutritional plan to meet individual needs</p>	

## Content Elaborations

Physical Education I is fitness focused. At the beginning of the semester, what lifetime physical fitness entails and why it is important to reach for that goal is covered. As the semester progresses, specific details of how to improve the components of health-related fitness are covered. By the end of the semester, students will know the parts and how to create a lifetime physical fitness plan. In this lesson students will learn about cardiovascular endurance and the fitness principles. Students will be able to identify what factors determine if a physical activity is a cardiovascular endurance activity or not. They will then be able to create a plan to maintain or improve their cardiovascular endurance utilizing the fitness principles.

## Instructional Strategies

1. Choose a cardiovascular endurance activity and using the fitness principles, create a workout.
2. Students will learn how to pace themselves when performing a cardiovascular endurance activity.  
<https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=781#.YRaGtmdKg2w>
3. Students will follow a 30 day HIIT fitness program and will log their progress.  
<https://openphysed.org/activeschools/activehome>

## 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.

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## Unit #1 Physical Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 6</b></p> <p>Identify different types of muscle fitness activities and apply fitness principles to develop muscle fitness.</p> <p><i>Content Statement Physically literate people can identify different types of muscle fitness activities and apply fitness principles to develop muscle fitness.</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>- Activities that are and help improve muscle fitness (strength and muscular endurance.)</p> <p><b><u>Extended Understanding</u></b></p> <p>- Application of fitness principles to muscle fitness.</p>	<p><b><u>Academic Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>- Physical Fitness</li> <li>- Physical Activity</li> <li>- Muscular Endurance</li> <li>- Strength</li> <li>- Principle of Overload</li> <li>- Principle of Progression</li> <li>- Principle of Specificity</li> </ul>
<p><b>Ultimate Learning Target</b></p> <p><b>Type:</b> Physically literate people can identify different types of muscle fitness activities and apply fitness principles to develop muscle fitness.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify muscle fitness activities.</li> <li>- The student can apply fitness principles to muscle fitness activities.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify and provide examples of muscle fitness activities.</li> <li>- The student can give examples of how fitness principles are applied to muscle fitness activities.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can create a muscle fitness plan to improve their physical fitness.</li> <li>- The student can apply the fitness principles to improving muscle fitness.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can list the benefits of having good muscle fitness.</li> </ul>	
<p><b>Standard #3B (Prior Grade Standard)</b></p> <p>Utilizes principles and practices to design a personalized health-related fitness plan</p>	<p><b>Standard #3B (Future Grade Standard)</b></p> <p>Implements principles and practices to develop a fitness and nutritional plan to meet individual needs .</p>	

**Content Elaborations**

Physical Education I is fitness focused. At the beginning of the semester, what lifetime physical fitness entails and why it is important to reach for that goal is covered. As the semester progresses, specific details of how to improve the components of health-related fitness are covered. By the end of the semester, students will know the parts and how to create a lifetime physical fitness plan. In this lesson students will learn about muscle fitness and the fitness principles. Students will be able to identify what factors determine if a physical activity is a muscle fitness activity or not. They will then be able to create a plan to maintain or improve their muscle fitness utilizing the fitness principles.

**Instructional Strategies**

1. Analyze various progressive resistance exercises and identify which muscle groups they develop.
2. Choose between the upper or lower body and create a muscle fitness workout using the fitness principles.
3. A push up is an exercise that can be used to assess upper body endurance. Learning how to correctly hold the position can help.  
<https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1872#.YRaLcGdKg2w>

**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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**Instructional Resources**

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## Unit #1 Physical Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 7</b> Identify flexibility activities and apply the FITT principle to improve or maintain flexibility.</p> <p>Content Statement <i>Physically literate people can identify flexibility activities and apply the FITT principle to improve or maintain flexibility.</i></p>	<p><b><u>Essential Understanding</u></b> - Activities that are and help improve flexibility.</p> <p><b><u>Extended Understanding</u></b> - Application of fitness principles to muscle fitness.</p>	<p><b><u>Academic Vocabulary</u></b> - Physical Fitness - Physical Activity - Flexibility - Principle of Overload - Principle of Progression - Principle of Specificity</p>
<p><b>Ultimate Learning Target</b> <b>Type:</b> Physically literate people can identify flexibility activities and apply the FITT principle to improve or maintain flexibility.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify flexibility activities.</li> <li>- The student can apply fitness principles to flexibility activities.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify and provide examples of flexibility activities.</li> <li>- The student can give examples of how fitness principles are applied to flexibility activities.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can create a flexibility plan to improve their physical fitness.</li> <li>- The student can apply the fitness principles to improving flexibility.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can list the benefits of having good flexibility.</li> </ul>	
<p><b>Standard #3B (Prior Grade Standard)</b> Utilizes principles and practices to design a personalized health-related fitness plan</p>	<p><b>Standard #3B (Future Grade Standard)</b> Implements principles and practices to develop a fitness and nutritional plan to meet individual needs.</p>	



## Content Elaborations

Physical Education I is fitness focused. At the beginning of the semester, what lifetime physical fitness entails and why it is important to reach for that goal is covered. As the semester progresses, specific details of how to improve the components of health-related fitness are covered. By the end of the semester, students will know the parts and how to create a lifetime physical fitness plan. In this lesson students will learn about flexibility and the fitness principles. Students will be able to identify what factors determine if a physical activity is a flexibility activity or not. They will then be able to create a plan to maintain or improve their flexibility utilizing the fitness principles.

## Instructional Strategies

1. Participate and identify movements in a basic yoga routine.  
<https://openphysed.org/activeschools/activehome>
2. Participate and identify movements in a basic mobility routine.  
<https://www.gowod.app/?hash=home>
3. Create a Yoga, static stretching, mobility, or other type of flexibility activity routine to improve or maintain flexibility.

## Sample Assessments and Performance Tasks

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## Unit #1 Physical Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 8</b></p> <p>Create a health-related fitness plan that applies fitness concepts and principles for each component of fitness.</p> <p><i>Content Statement Physically literate people can create a health-related fitness plan that applies fitness concepts and principles for each component of fitness.</i></p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Elements necessary to create a physical activity plan.</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Methods of modifying a physical activity plan to fit changing needs</li> </ul>	<p><b><u>Academic Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>- Physical Fitness</li> <li>- Physical Activity</li> <li>- Health-Related Fitness</li> <li>- Principle of Overload</li> <li>- Principle of Progression</li> <li>- Principle of Specificity</li> </ul>
<p><b>Ultimate Learning Target</b></p> <p><b>Type:</b> Physically literate people can create a health-related fitness plan that applies fitness concepts and principles for each component of fitness.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can create a health-related fitness plan that applies fitness concepts and principles for each component of fitness.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify and give examples of the five components of health related fitness.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can create a health-related fitness plan that applies fitness concepts and principles for each component of fitness to improve their individual physical fitness..</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can provide the benefits of creating a health-related fitness plan..</li> </ul>	
<p><b>Standard #3B (Prior Grade Standard)</b></p> <p>Utilizes principles and practices to design a personalized health-related fitness plan</p>	<p><b>Standard #3B (Future Grade Standard)</b></p> <p>Implements principles and practices to develop a fitness and nutritional plan to meet individual needs .</p>	

## Content Elaborations

Physical Education I is fitness focused. At the beginning of the semester, what lifetime physical fitness entails and why it is important to reach for that goal is covered. As the semester progresses, specific details of how to improve the components of health-related fitness are covered. By the end of the semester, students will know the parts and how to create a lifetime physical fitness plan. In this lesson students will create an individualized health-related fitness plan that demonstrates their knowledge of health-related fitness, application of the fitness concepts, and the fitness principles based on their physical fitness goals.

## Instructional Strategies

1. Assess each component of fitness using the various Fitnessgram assessments. Analyze the results to identify strengths and needed improvement.
  - PACER and 1 mile walk/run (cardiovascular endurance)
  - Sit-n-Reach, Zipper, Truck extension (flexibility)
  - Curl Ups and Push ups (muscle endurance)
  - Modified IRM (strength)
2. Identify current and future activities that can help maintain or improve each component of fitness.
3. Using results from the Fitnessgram assessments, create a plan to maintain or improve each component of fitness.

## Sample Assessments and Performance Tasks

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## Unit #1 Physical Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 9</b></p> <p>Describe and apply nutritional concepts for exercise and create a plan for before, during and after exercise to meet nutritional needs.</p> <p>Content Statement <i>Physically literate people can describe and apply nutritional concepts for exercise and create a plan for before, during and after exercise to meet nutritional needs.</i></p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Basic nutritional concepts</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Application of basic nutritional concepts to exercise and recovery.</li> </ul>	<p><b><u>Academic Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>- Physical Fitness</li> <li>- Physical Activity</li> <li>- Nutrition</li> <li>- Nutrients</li> </ul>
<p><b>Ultimate Learning Target</b></p> <p><b>Type:</b> Physically literate people can describe and apply nutritional concepts for exercise and create a plan for before, during and after exercise to meet nutritional needs.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can describe and apply nutritional concepts for exercise and create a plan for before, during and after exercise to meet nutritional needs.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify and give examples of nutrient-rich food that can help before, during, and after exercise.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can create a nutrition plan for before, during and after exercise to meet nutritional needs..</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can describe why it is important to meet nutritional needs before, during, and after exercise.</li> </ul>	
<p><b>Standard #3B (Prior Grade Standard)</b></p> <p>Utilizes principles and practices to design a personalized health-related fitness plan</p>	<p><b>Standard #3B (Future Grade Standard)</b></p> <p>Implements principles and practices to develop a fitness and nutritional plan to meet individual needs .</p>	

## Content Elaborations

Physical Education I is fitness focused. At the beginning of the semester, what lifetime physical fitness entails and why it is important to reach for that goal is covered. As the semester progresses, specific details of how to improve the components of health-related fitness are covered. By the end of the semester, students will know the parts and how to create a lifetime physical fitness plan. In this lesson students will create a nutrition plan to meet their nutritional needs before, during, and after exercise.

## Instructional Strategies

1. Identify foods that can help before, during, and after exercise.
2. Create a grocery list of foods to help before, during, and after exercise.
3. Create a menu for what to consume before exercise and to enhance recovery after exercise..

## Sample Assessments and Performance Tasks

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## Unit #2 Motor Skills and Movement Patterns

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 10</b></p> <p>Describe and demonstrate competent performance of individual specialized skills in health-related fitness activities.</p> <p>Content Statement <i>Physically literate people can describe and demonstrate competent performance of individual specialized skills in health-related fitness activities.</i></p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Skill cues for performing calisthenic movements (Push ups, Curl Ups, Lunge, etc) and weight training exercises (Bench Press, Pull Down, Back Squat, etc.)</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Ability to evaluate and refine skill cues for calisthenic and weight training exercises.</li> </ul>	<p><b><u>Academic Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>- Physical Fitness</li> <li>- Physical Activity</li> <li>- Calisthenics</li> </ul>
<p><b>Ultimate Learning Target</b></p> <p><b>Type:</b> Physically literate people can describe and demonstrate competent performance of individual specialized skills in health-related fitness activities.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can describe and demonstrate competent performance of individual specialized skills in health-related fitness activities.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can provide the skill cues for calisthenic movements and weight training exercises.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can create a rubric for the correct skill cues for calisthenic movements and weight training exercises.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain the reason it is important to understand the correct skills cues for calisthenic movements and weight training exercises.</li> </ul>	
<p><b>Standard #1A (Prior Grade Standard)</b></p> <p>Demonstrate movement skills and patterns in a variety of individual physical activity settings.</p>	<p><b>Standard #1A (Future Grade Standard)</b></p> <p>Demonstrates combined movement skills and patterns in authentic settings.</p>	

## Content Elaborations

Physical Education I is fitness focused. For this unit, students will learn the basic motor skills and movement patterns of health-related fitness activities. For this learning target, students will be able to describe and perform the skill cues involved when performing basic calisthenics (push ups, curl ups, lunges, etc.) and basic weight room movements (bench press, pull downs, back squats, etc.) Students will also be able to create a rubric to use when assessing the movements.

## Instructional Strategies

1. Observe and create a checklist of movement cues for performing basic calisthenic movements (Push ups, sit ups, air squats, etc.) Perform the activities and use the checklist to be sure the movements are being done correctly.
2. Observe and create a checklist of movement cues for performing basic weight room exercises (Bench Press, Pull Down, Back Squat, etc.) Perform the activities and use the checklist to be sure the movements are being done correctly.

## Sample Assessments and Performance Tasks

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## Unit #2 Motor Skills and Movement Patterns

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 11</b></p> <p>Describe and demonstrate competent performance of individual specialized skills in select movement forms. (swimming, rock climbing, skating, skiing, etc.)</p> <p>Content Statement <i>Physically literate people can describe and demonstrate competent performance of individual specialized skills in select movement forms.</i></p>		<p><b><u>Essential Understanding</u></b></p> <p>- Basic cues for specialized skills in select movement forms. (swimming, rock climbing, skating, skiing, etc.)</p> <p><b><u>Extended Understanding</u></b></p> <p>- Ability to evaluate and refine specialized skills in select movement forms. (swimming, rock climbing, skating, skiing, etc.)</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>- Physical Fitness</p> <p>- Physical Activity</p>
<p><b>Ultimate Learning Target</b></p> <p><b>Type:</b> Physically literate people can describe and demonstrate competent performance of individual specialized skills in select movement forms.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can describe and demonstrate competent performance of individual specialized skills in select movement forms.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can provide the key elements for individual specialized skills in select movement forms.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can create a rubric for the correct key elements for individual specialized skills in select movement forms.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain the reason it is important to understand the correct key elements for individual specialized skills in select movement forms.</li> </ul>		
<p><b>Standard #1A (Prior Grade Standard)</b></p> <p>Demonstrate movement skills and patterns in a variety of individual physical activity settings.</p>	<p><b>Standard #1A (Future Grade Standard)</b></p> <p>Demonstrates combined movement skills and patterns in authentic settings.</p>		

## Content Elaborations

Physical Education I is fitness focused. For this unit, students will learn the basic motor skills and movement patterns of health-related fitness activities. In this lesson students will be able to describe and perform the skill cues involved when performing basic active aerobic (swimming, running, etc.) or active recreation activities (rucking, skating, etc.) Students will also be able to create a rubric to use when assessing the movements.

## Instructional Strategies

1. Observe and create a checklist of movement cues for individual specialized skills in select movement forms (swimming, rock climbing, skating, skiing, etc.) Perform the activity and use the checklist to be sure the movements are being done correctly.
2. Do research on the skills in select movement forms (swimming, rock climbing, skating, skiing, etc.) and describe the movement cues for the main skills in the select movement form.

## Sample Assessments and Performance Tasks

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## Unit #2 Motor Skills and Movement Patterns

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 12</b></p> <p>Design and demonstrate an individual, partner, or group routine that combines complex movement patterns in a performance setting.</p> <p>Content Statement <i>Physically literate people can design and demonstrate an individual, partner, or group routine that combines complex movement patterns in a performance setting.</i></p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Basic movement patterns that can be combined into a performance routine..</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Complex movement patterns that can be combined into a performance routine.</li> </ul>	<p><b><u>Academic Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>- Physical Fitness</li> <li>- Physical Activity</li> </ul>
<p><b>Ultimate Learning Target</b></p> <p><b>Type:</b> Physically literate people can design and demonstrate an individual, partner, or group routine that combines complex movement patterns in a performance setting.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can design and demonstrate an individual, partner, or group routine that combines complex movement patterns in a performance setting.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can provide key elements for complex movement patterns in a performance setting.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can create a rubric for the correct key elements for complex movement patterns in a performance setting.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain the reason it is important to understand the correct key elements for complex movement patterns in a performance setting.</li> </ul>	
<p><b>Standard #1A (Prior Grade Standard)</b></p> <p>Demonstrate movement skills and patterns in a variety of individual physical activity settings.</p>	<p><b>Standard #1A (Future Grade Standard)</b></p> <p>Demonstrates combined movement skills and patterns in authentic settings.</p>	

## Content Elaborations

Physical Education I is fitness focused. For this unit, students will learn the basic motor skills and movement patterns of health-related fitness activities. In this lesson students will be able to design a complex movement pattern in a performance setting. Students will also be able to create a rubric to use when assessing the performance.

## Instructional Strategies

Students explore and identify cultural movements from their own ethnic background. After researching this, a short presentation with history, context to the movement, as well as at least a 30 second demonstration will be provided.

<https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=223819#.YRa0RWdKg2w>

## Sample Assessments and Performance Tasks

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## Unit #3 Concepts and Principles Related to Movement and Performance

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 13</b></p> <p>Describe and implement effective strategies for successful performance in lifestyle physical activities and individual performance settings.</p> <p><i>Content Statement Physically literate people can describe and implement effective strategies for successful performance in lifestyle physical activities and individual performance settings.</i></p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Basic strategies for successful performance in lifestyle physical activities and individual performance settings.</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Implement strategies for successful performance in lifestyle physical activities and individual performance settings</li> </ul>	<p><b><u>Academic Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>- Physical Fitness</li> <li>- Physical Activity</li> <li>- Lifestyle Physical Activities</li> </ul>
<p><b>Ultimate Learning Target</b></p> <p><b>Type:</b> Physically literate people can describe and implement effective strategies for successful performance in lifestyle physical activities and individual performance settings.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can describe and implement effective strategies for successful performance in lifestyle physical activities and individual performance settings.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can provide key strategies for successful performance in lifestyle physical activities and individual performance settings..</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can create a rubric for the key strategies for successful performance in lifestyle physical activities and individual performance settings..</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain the reason it is important to understand the key strategies for successful performance in lifestyle physical activities and individual performance settings..</li> </ul>	
<p><b>Standard #2A (Prior Grade Standard)</b></p> <p>Applies performance principles in competitive settings.</p>	<p><b>Standard #2A (Future Grade Standard)</b></p> <p>Applies knowledge of concepts, principles, and strategies related to movement and performance.</p>	

## Content Elaborations

Physical Education I is fitness focused. In this unit, students will learn strategies, concepts, and principles related to movements utilized in physical fitness and performance. For this learning target, students will watch various performances and identify key strategic elements to their success. They will be able to describe the strategies and implement them into their own lives.

## Instructional Strategies

Students will choose a couple various movement performances and identify key strategic elements that make them successful. They will then describe the strategies and create a 30 second movement performance incorporating some of the key strategic elements.

## 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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**Instructional Resources**

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## Unit # 4 Biomechanical Principles

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 14, 15, &amp; 16</b></p> <p>Apply biomechanical principles to performance in authentic settings.</p> <ol style="list-style-type: none"> <li>1. Describe and apply critical elements and biomechanical principles.</li> <li>2. Analyze and evaluate performance of self and others across multiple movement forms.</li> <li>3. Identify and apply biomechanical principles, knowledge of critical elements, cues, and fitness activities to improve movement performance.</li> </ol> <p>Content Statement <i>Physically literate people can apply biomechanical principles to performance in authentic settings</i></p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Analyze movement skills using biomechanical principles and critical elements</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Apply critical elements and biomechanical principles to perform increasingly complex movement forms.</li> </ul>	<p><b><u>Academic Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>- Physical Fitness</li> <li>- Physical Activity</li> <li>- Biomechanical Principles</li> </ul>
<p><b>Ultimate Learning Target</b></p> <p><b>Type:</b> Physically literate people can apply biomechanical principles to performance in authentic settings</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can apply biomechanical principles to performance in authentic settings.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify and give examples of biomechanical principles in physical activity authentic settings.</li> <li>- The student can identify and give examples of MVA in school, home and community.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can create a checklist of critical elements necessary to improve movement performance</li> <li>- The student can self-assess their performance of movement.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain the importance of biomechanical principles.</li> <li>- The student can assess and analyze various movement forms.</li> </ul>	
<p><b>Standard #2B (Prior Grade Standard)</b></p> <p>Demonstrate knowledge of critical elements and biomechanical principles for specialized skills</p>	<p><b>Standard #2B (Future Grade Standard)</b></p> <p>Apply biomechanical principles to performance in authentic settings</p>	

## Content Elaborations

Physical Education I is fitness focused. In this unit, students will learn strategies, concepts, and principles related to movements utilized in physical fitness and performance. For this learning target, students will observe and be able to analyze various movement patterns used in fitness activities and movement forms. They can then identify the critical elements and biomechanical principles needed for success in the fitness activities and movement forms, and be able to create a rubric to ensure that they can perform the activities correctly. Students will also be able to assess others in their form as well and provide constructive feedback to allow students to correct themselves.

## Instructional Strategies

1. Students will define biomechanical principles and provide three examples of it applied to movement.
2. Students will describe the importance of biomechanical principles for injury prevention.
3. Students will use biomechanical principles to analyze and evaluate themselves performing calisthenic movements (push-ups, curl-ups, air squats.) Based off their analysis, they will identify critical elements that they perform well and which ones need improvement.

## Sample Assessments and Performance Tasks

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## Unit #5 Responsible Personal Behavior and Social Behavior

### Unpacked Standards / Clear Learning Targets

#### Learning Targets # 17, 18, 19, & 20

Demonstrate leadership by holding themselves and others responsible for following safe practices, rules, and procedures in physical activity settings.

1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities.
2. Identify unsafe practices and conditions, offer appropriate alternatives and independently take steps to correct them.
3. Give consistent effort at an appropriate level of challenge and take responsibility for individual actions.
4. Demonstrate leadership and self-direction in a variety of physical activity settings.

**Content Statement** *Physically literate people can demonstrate leadership by holding themselves and others responsible for following safe practices, rules, and procedures in physical activity settings.*

#### Essential Understanding

- Work cooperatively with peers
- Recognize possible solutions to safety issues
- Make choices to demonstrate self-direction

#### Extended Understanding

- Contribute to developing and maintaining rules for safe participation
- Demonstrate self-direction in a variety of physical activities

#### Academic Vocabulary

- Physical Fitness
- Physical Activity

#### Ultimate Learning Target

**Type:** Physically literate people can demonstrate leadership by holding themselves and others responsible for following safe practices, rules, and procedures in physical activity settings.

#### Broad Learning Target:

- The student can demonstrate leadership by holding themselves and others responsible for following safe practices, rules, and procedures in physical activity settings.

#### Underpinning Knowledge Learning Targets:

- The student can identify and give examples of unsafe practices and conditions in physical activity settings.
- The student can identify and give examples of rules that provide safe participation in physical activity settings.

#### Underpinning Skills Learning Targets:

- The student can develop a list of written rules and expectations that provide safe participation in physical activity settings.

#### Underpinning Reasoning Learning Targets:

- The student can describe the importance of having safe practices when participating in a physical activity setting.

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

Develop and apply rules, safe practices and procedures in physical activity settings

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

Demonstrate leadership by holding themselves and others responsible for following safe practices, rules, and procedures in physical activity settings.



## 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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## Unit #6 The Value of Physical Activity

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 21, 22, &amp; 23</b></p> <p>Analyze an activity to identify specific physical, mental, and social benefits</p> <ol style="list-style-type: none"> <li>1. Analyze the impact of a specific physical activity on the body and link the benefits to all of the components of fitness.</li> <li>2. Analyze the impact of a specific physical activity on emotional health.</li> <li>3. Analyze the connection between a specific physical activity and intellectual health as it relates to the positive effects of physical activity on brain function.</li> </ol> <p><i>Content Statement Physically literate people can identify the specific physical, mental, and social benefits of a physical activity.</i></p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- How physical activity affects physical, mental, and social health.</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Analyze the specific benefits of physical activity on physical, mental, and social health.</li> </ul>	<p><b><u>Academic Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>- Physical Fitness</li> <li>- Physical Activity</li> <li>- Physical Health</li> <li>- Mental Health</li> <li>- Social Health</li> </ul>
<p><b>Ultimate Learning Target</b></p> <p><b>Type:</b> Physically literate people can identify the specific physical, mental, and social benefits of a physical activity.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify the specific physical, mental, and social benefits of a physical activity.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can provide the benefits of physical activity on physical, mental, and social health.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can create a pamphlet describing the benefits of physical activity on physical, mental, and social health.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can provide the reasons why being physically active are beneficial to physical, mental, and social health.</li> </ul>	
<p><b>Standard #5A (Prior Grade Standard)</b></p> <p>Makes a connection between participation in physical activity and physical, emotional, and intellectual health.</p>	<p><b>Standard #5A (Future Grade Standard)</b></p> <p>Analyze an activity to identify specific physical, mental, and social benefits</p>	

## Content Elaborations

Physical Education I is fitness focused. At the end of the physical education I students will create a pamphlet that advocates lifetime physical activity by identifying and promoting the physical, mental, and social benefits of having good physical fitness on all the components of fitness. It will also note the connection between physical activity and the positive effects of it on brain function.

## Instructional Strategies

Students will do research on the benefits of physical activity on physical, mental, and social health. They will then take their findings and create a pamphlet promoting physical activity by providing the benefits to physical, mental, and social health and each component of fitness.

## Sample Assessments and Performance Tasks

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