



# Physical Education

**Physical Education 6.1**

**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

### Year-at-a-Glance

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

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



### Scope and Sequence

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

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



### Curriculum and Instruction Guide

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

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

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

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

**Quarter Y**

<b>Unit 4. Tactics (2A)</b>	<b>3 Weeks</b>
4.1 Apply tactical concepts and performance principles in game-like settings . (2A) – Learning Targets 17, 18, 19	
<b>Unit 5. Biomechanical Principles (2B)</b>	<b>4 Weeks</b>
5.1 Demonstrates knowledge of critical elements and biomechanical principles for specialized skills. (2B) – Learning Targets 20, 21	
<b>Unit 6. Responsible Personal Behavior and Social Behavior (RPSB) (4A &amp; B)</b>	<b>1 Week</b>
6.1 Develops and applies rules, safe practices and procedures in physical activity settings (4A) – Learning Targets 22, 23, 24	
6.2 Communicates effectively with others to promote respect and conflict resolution in physical activity settings. (4B) – Learning Targets 25, 26, 27, 28	
<b>Unit 7. The value of physical activity (5A &amp; B)</b>	<b>1 Week</b>
7.1 Makes a connection between participation in physical activity and physical, emotional and intellectual healthy (5A) Learning Targets-29, 30, 31	
7.2 Discusses the positive impact physical activity has on his or her life (5AB) Learning Targets-32, 33, 34	

## Scope and Sequence

Unit 1. Physical Fitness				1 week
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
I.1 Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance. (3A)	<ol style="list-style-type: none"> <li>1. <a href="#">Identify a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines.</a></li> <li>2. <a href="#">Identify active alternatives to screen time.</a></li> <li>3. <a href="#">Collect physical activity assessment data and create a plan to improve or maintain physical activity levels.</a></li> </ol>	<ul style="list-style-type: none"> <li>• Analyzes physical activity data.</li> <li>• Identify moderate level activities.</li> <li>• Identify vigorous activities.</li> <li>• Develop an effective physical activity plan to meet physical activity guidelines.</li> <li>• What are appropriate activities that are alternatives to screentime?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify current level of physical activity using any recall tool, (Activity Pyramid, Activity tracker, Pedometer, etc.</li> <li>• Collect data over at least two weekdays and one weekend day.</li> <li>• Analyzes physical activity data &amp; develop a plan.</li> <li>• If using technology this can address Standard 3B.</li> </ul>	

## Unit 1. Physical Fitness

1 week

Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
I.2 Utilizes principles and practices to design a personalized health-related fitness plan. (3B)	<ol style="list-style-type: none"> <li>4. <a href="#">Describe and use technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps).</a></li> <li>5. <a href="#">Calculate target heart rate and describe rates of perceived exertion (using RPE scale).</a></li> <li>6. <a href="#">Identify major muscles used in selected physical activities.</a></li> <li>7. <a href="#">Identify activities to improve upper body flexibility.</a></li> <li>8. <a href="#">Apply principles of training (e.g., specificity, overload, progression) to maintain or improve health-related fitness.</a></li> <li>9. <a href="#">Identify foods and appropriate servings to balance calorie intake with energy expenditure.</a></li> </ol>	<ul style="list-style-type: none"> <li>● Identifies technology one can use to monitor fitness.</li> <li>● How to apply the FITT Principles.</li> <li>● Understanding Personal Target Heart Rates.</li> <li>● Ways to enhance cardiovascular endurance, muscular strength and endurance as well as flexibility.</li> <li>● Difference between muscular strength and muscular endurance.</li> <li>● Differences between warm-up and cool-down.</li> <li>● PACER, Curl up, push up and back-saver sit-and-reach</li> <li>● Healthy-Fitness Zone (HFZ)</li> <li>● Identifies healthy foods, snacks and beverages you will eat for exercise.</li> </ul>	<ul style="list-style-type: none"> <li>● Describes technology one can use to monitor fitness.</li> <li>● Target Heart Rate in contrast to cardiovascular endurance.</li> <li>● Students can select activities to enhance muscular strength and endurance.</li> <li>● Provides activities for warm-up and cool down.</li> <li>● Apply nutritional concepts by identifying healthy foods, snacks and beverages you will eat for exercise.</li> </ul>

Unit 2. Motor Skills and Movement Patterns				2 weeks
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
2.1 Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities. (1A)	10. <a href="#">Demonstrate movement patterns in dance, gymnastics or fitness (e.g., yoga, Zumba).</a> 11. <a href="#">Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms (e.g., fitness, track and field, martial arts, outdoor activities, aquatics, cycling, rollerblading) in controlled settings.</a> 12. <a href="#">Perform simple dance sequences.</a>	<ul style="list-style-type: none"> <li>● Option 1: Determine fitness skills or patterns that are considered essential (examples may include: push-ups; sit-ups; planks; bench dips; wall sits; or yoga, including child pose, mountain pose, warrior pose or downward dog).</li> <li>● Option 2: Individual performance activities might include gymnastics, figure skating, track and field, inline skating, wrestling, self-defense, swimming, snowboarding, skiing, rock climbing, mountain biking and skateboarding.</li> <li>● Option 3: Correct 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>● Please note: archery, golf, bowling, etc., are target games and badminton, tennis, etc., are net/wall games and not individual performance activities.</li> <li>● It may be necessary for teachers to add critical elements to the rubric that align to the identified skill.</li> <li>● Four areas will be identified in Movement Patterns in Fitness; Upper Body, Lower Body, Abdominals and Total Body.</li> </ul>	

Unit 3. Small-Sided Games <span style="float: right;">5 weeks</span>			
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
<p>3.1 Demonstrates critical elements of specialized manipulative skills in a variety of settings. (1B)</p>	<p>13. <a href="#">Send, receive, dribble and shoot in game-like practice using appropriate critical elements.</a></p> <p>14. <a href="#">Strike an object with hand or implement in game-like practice using appropriate critical elements.</a></p> <p>15. <a href="#">Strike and field an object with foot, hand or implement in game-like practice.</a></p> <p>16. <a href="#">Send an object to a target in game-like practice using appropriate critical elements.</a></p>	<ul style="list-style-type: none"> <li>● What are invasion games, net/wall games, striking fielding games and target games.</li> <li>● What are critical elements?</li> <li>● Create modified tasks/gameplay to observe for assessment.</li> <li>● For each skill identified, it may be necessary for teachers to add critical elements to the rubric that align to the identified skill.</li> </ul>	<ul style="list-style-type: none"> <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>● Then, identify the tasks (small-sided, modified tasks/game play and simple drills/taks) where you will observe these skills.</li> </ul>



Unit 4. Tactics				3 weeks
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
4.1 Apply tactical concepts and performance principles in game-like settings. (2A)	17. <a href="#">Demonstrate understanding of basic offensive tactics related to off-the-ball movements while participating in game-like settings (e.g., when and where should I move?).</a> 18. <a href="#">Demonstrate understanding of basic defensive tactics related to defending space while participating in game-like settings (e.g., when and where should I move?).</a> 19. <a href="#">Identify the correct decisions in game-like settings.</a>	<ul style="list-style-type: none"> <li>Invasion games are the best for assessment, since these provide the best opportunity for students to be actively involved and to demonstrate understanding of game-performance concepts.</li> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Examples of small-sided games might include 6v6 soccer or 3v3 basketball.</li> <li>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.</li> </ul>	

Unit 5. Biomechanical Principles				4 weeks
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
5.1 Demonstrates knowledge of critical elements and biomechanical principles for specialized skills. (2B)	20. <a href="#">Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized skills in fitness, sport/games, individual performance activities and movement forms.</a> 21. <a href="#">Analyze skills in fitness, sport/games, individual performance activities and movement forms to identify strengths and areas to improve.</a>	<ul style="list-style-type: none"> <li>● Break down the critical elements into preparation, execution and follow-through phases of the skill.</li> <li>● Know the common errors:               <ul style="list-style-type: none"> <li>○ Body position</li> <li>○ Contact or release point</li> <li>○ Release or take-off angle</li> <li>○ Balance/over-balance point</li> <li>○ Rotation</li> </ul> </li> <li>● Develop a plan to improve movement performance using the appropriate critical elements, drills and biomechanical principles.</li> </ul>	<ul style="list-style-type: none"> <li>● Individual Project - Students can communicate this information via a <b>written paper, video or orally to the teacher.</b></li> <li>● 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.</li> </ul>	

Unit 6. RPSB				.5 week
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
6.1 Develops and applies rules, safe practices and procedures in physical activity settings.(4A)	22. <a href="#">Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.</a> 23. <a href="#">Acknowledge and apply rules to game situations to ensure personal and group safety.</a> 24. <a href="#">Make choices to demonstrate self-direction and effort.</a>	<ul style="list-style-type: none"> <li>• Recognition of unsafe situations.</li> <li>• Encourages peers to promote safety.</li> <li>• Applies rules, safe practices and procedures.</li> <li>• Takes responsibility for actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students stay on task with little to no prompts.</li> <li>• Students complete lesson tasks without supervision.</li> <li>• Teacher gives prompts if needed for students to be safe and on task.</li> </ul>	

Unit 6. RPSB				.5 week
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
6.2 Communicates effectively with others to promote respect and conflict resolution in physical activity settings.(4B)	25. <a href="#">Offer positive suggestions to facilitate group progress in physical activities.</a> 26. <a href="#">Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.</a> 27. <a href="#">Show consideration of the rights and feelings of others when resolving conflict.</a> 28. <a href="#">Accept decisions made by the designated official and return to activity.</a>	<ul style="list-style-type: none"> <li>• Student leads, follows and supports group members to improve play in cooperative and competitive settings.</li> <li>• Evaluates personal behavior</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>• Students evaluate their own personal behavior to ensure positive effects on others and refine behavior with prompts from others.</li> <li>• Students provide positive comments to others.</li> <li>• Students shake hands and compliment others.</li> </ul>	

Unit 7 Value of Physical Activity				.5 week
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
7.1 Makes a connection between participation in physical activity and physical, emotional and intellectual health. (5A)	29. <a href="#">Describe how being physically active contributes to a healthy body.</a> 30. <a href="#">Describe how being physically active contributes to emotional health.</a> 31. <a href="#">Describe how being physically active contributes to intellectual health.</a>	<ul style="list-style-type: none"> <li>Identify, describe and link multiple specific health benefits gained while participating in the physical activity.</li> <li>What is:               <ul style="list-style-type: none"> <li>Physical Health</li> <li>Emotional Health</li> <li>Intellectual Health</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	

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

## Curriculum and Instruction Guide

### Unit #1 Physical Fitness

#### Unpacked Standards / Clear Learning Targets

Unpacked Standards / Clear Learning Targets		
<p><b>Learning Targets # 1.</b></p> <p>I. Identify a variety of moderate to vigorous (MVA) school, home and community physical activity opportunities to meet physical activity guidelines.</p> <p><i>Content Statement:</i> Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance. (3A)</p>	<p><b>Essential Understanding</b> -Identifying MVA.</p> <p><b>Extended Understanding</b> -Identifying a variety of MVA.</p>	<p><b>Academic Vocabulary</b></p> <p>-Identify -Moderate -Vigorous -Opportunities -Guidelines</p>
<p><b>Ultimate Learning Target:</b> Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines.</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 MVA.</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 eliminate non-MVA activities in school, home and community.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can evaluate MVA.</li> <li>- The student can select a variety of MVA.</li> <li>- The student can judge and compare MVA.</li> </ul>	
<p><b>Standard #3A (Prior Grade Standard) (5th grade)</b> Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	<p><b>Standard #3A (Future Grade Standard) (7th Grade)</b> Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	

## Content Elaborations

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

- Home
- School
- Community

## Instructional Strategies

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

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

## Sample Assessments and Performance Tasks

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

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

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

## Instructional Resources

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

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

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

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## Unit #I Physical Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 2.</b></p> <p>2. Identify active alternatives to screen time.</p> <p><i>Content Statement: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance. (3A)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>- Identifying active alternatives to screen time.</p> <p><b><u>Extended Understanding</u></b></p> <p>- Identifying a variety of active alternatives to screen time.</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Identify -Active -Alternatives -Screen time</p>
<p><b>Ultimate Learning Target:</b> Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify active alternatives to screen time.</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 active alternatives to screen time.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can eliminate alternatives to screen time that are not active.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can evaluate active alternatives to screen time.</li> <li>- The student can select a variety of active alternatives to screen time.</li> <li>- The student can judge and compare active alternatives to screen time.</li> </ul>	
<p><b>Standard #3A (Prior Grade Standard) (5th Grade)</b> Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	<p><b>Standard #3A (Future Grade Standard) (7th Grade)</b> Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	



**Content Elaborations**

The student will describe active alternatives to screen time by:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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

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

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## Unit #1 Physical Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 3.</b></p> <p>3. Collect physical activity assessment data and create a plan to improve or maintain physical activity levels.</p> <p><i>Content Statement: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance. (3A)</i></p>	<p><b>Essential Understanding</b></p> <ul style="list-style-type: none"> <li>- Collect assessment data and create a plan to maintain or improve PA levels.</li> </ul> <p><b>Extended Understanding</b></p> <ul style="list-style-type: none"> <li>- Collect and analyze assessment data and create a plan to maintain or improve PA levels.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Collect</li> <li>-Create</li> <li>-Improve</li> <li>-Maintain</li> <li>-Assessment Data</li> </ul>
<p><b>Ultimate Learning Target:</b> Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can collect physical activity assessment data and create a plan to improve or maintain PA levels.</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 a variety of physical activities that will help them improve or maintain their physical activity levels.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can use their assessment data to create a plan.</li> <li>- The student can eliminate physical activities that will not help them improve or maintain their PA levels.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can evaluate their assessment data.</li> <li>- The student can select a variety of physical activities to create a plan.</li> <li>- The student can compare these activities to ensure that they will improve or maintain their PA levels.</li> </ul>	
<p><b>Standard #3A (Prior Grade Standard) (5th Grade)</b> Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	<p><b>Standard #3A (Future Grade Standard) (7th Grade)</b> Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	

**Content Elaborations**

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

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

**Instructional Strategies**

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

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

## Sample Assessments and Performance Tasks

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## Unit #1 Physical Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 4.</b></p> <p>4. Describe and use technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps).</p> <p><i>Content Statement: Utilizes principles and practices to design a personalized health-related fitness plan. (3B)</i></p>	<p><b>Essential Understanding</b></p> <p>- Describe and use technology to monitor fitness.</p> <p><b>Extended Understanding</b></p> <p>- Describe and use a variety of technology to monitor fitness.</p>	<p><b>Academic Vocabulary</b></p> <p>-Technology</p> <p>-Monitor Fitness</p>
<p><b>Ultimate Learning Target:</b></p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can describe and use technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps).</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify, describe and give examples of technology that can be used to monitor fitness.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can use technology to monitor fitness.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can select a variety of different types of technology used to monitor fitness.</li> <li>- The student can evaluate different types of technology used to monitor fitness.</li> <li>- The student can compare different types of technology used to monitor fitness.</li> </ul>	
<p><b>Standard #3B (Prior Grade Standard) (5th Grade)</b></p> <p>Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.</p>	<p><b>Standard #3B (Future Grade Standard) (7th Grade)</b></p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	

**Content Elaborations**

The student will:

- Describe a technology one can use to monitor fitness.

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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

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

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**Instructional Resources**

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## Unit #1 Physical Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 5.</b></p> <p>5. Calculate target heart rate (THR) and describe rates of perceived exertion (using RPE scale).</p> <p><i>Content Statement: Utilizes principles and practices to design a personalized health-related fitness plan. (3B)</i></p>	<p><b>Essential Understanding</b></p> <ul style="list-style-type: none"> <li>- Calculate THR and describe RPE using the RPE scale.</li> </ul> <p><b>Extended Understanding</b></p> <ul style="list-style-type: none"> <li>- Understanding and calculating personal THR as well as describing RPE using the RPE scale.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Calculate</li> <li>-Target Heart Rate (THR)</li> <li>-Rates of Perceived Exertion (RPE)</li> </ul>
<p><b>Ultimate Learning Target:</b></p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can calculate target heart rate and describe rates of perceived exertion (using RPE scale).</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can calculate target heart rate (THR) and describe rates of perceived exertion (using RPE scale)</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can calculate THR and describe RPE using the RPE scale.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can understand how to calculate personal Target Heart Rates.</li> <li>- The student can describe rates of perceived exertion using the RPE scale.</li> </ul>	
<p><b>Standard #3B (Prior Grade Standard) (5th Grade)</b></p> <p>Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.</p>	<p><b>Standard #3B (Future Grade Standard) (7th Grade)</b></p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

1. How does one determine his/her target heart rate?
2. What is your target heart rate? Please show your work on how you came to this conclusion.

**Sample Assessments and Performance Tasks**

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## Unit #1 Physical Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 6.</b></p> <p>6. Identify major muscles used in selected physical activities.</p> <p><i>Content Statement: Utilizes principles and practices to design a personalized health-related fitness plan. (3B)</i></p>	<p><b>Essential Understanding</b> -Identify major muscles used in certain activities.</p> <p><b>Extended Understanding</b> - Identify major muscles used in a variety of activities.</p>	<p><b>Academic Vocabulary</b> -Identify -Major Muscles -Selected Physical Activities</p>
<p><b>Ultimate Learning Target:</b> Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify major muscles used in selected physical 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 give examples of major muscles used in physical activities.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify major muscles used in select physical activities.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can evaluate major muscles to use in selected physical activities.</li> <li>- The student can select major muscles to use in selected physical activities.</li> <li>- The student can judge and compare major muscles to use in selected physical activities.</li> </ul>	
<p><b>Standard #3B (Prior Grade Standard) (5th Grade)</b> Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.</p>	<p><b>Standard #3B (Future Grade Standard) (7th Grade)</b> Utilizes principles and practices to design a personalized health-related fitness plan.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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## Unit #1 Physical Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 7.</b></p> <p>7. Identify activities to improve upper body flexibility.</p> <p><i>Content Statement: Utilizes principles and practices to design a personalized health-related fitness plan. (3B)</i></p>	<p><b><u>Essential Understanding</u></b> -Identify activities to improve flexibility in the upper body.</p> <p><b><u>Extended Understanding</u></b> -Identify activities to improve flexibility in various parts of the body.</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Identify -Improve -Upper Body -Flexibility</p>
<p><b>Ultimate Learning Target:</b> Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify activities to improve upper body flexibility.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify activities to improve flexibility in the upper body.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify and give examples of a variety of activities to improve upper body flexibility.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can evaluate activities that will assist in improving upper body flexibility.</li> <li>- The student can select activities that will assist in improving upper body flexibility.</li> <li>- The student can judge and compare activities that will assist in improving upper body flexibility.</li> </ul>	
<p><b>Standard #3B (Prior Grade Standard) (5th Grade)</b> Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.</p>	<p><b>Standard #3B (Future Grade Standard) (7th Grade)</b> Utilizes principles and practices to design a personalized health-related fitness plan.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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## Unit #1 Physical Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 8.</b></p> <p>8. Apply principles of training (e.g., specificity, overload, progression) to maintain or improve health-related fitness.</p> <p><i>Content Statement: Utilizes principles and practices to design a personalized health-related fitness plan. (3B)</i></p>	<p><b>Essential Understanding</b></p> <p>-Apply principles of training to maintain or improve health-related fitness.</p> <p><b>Extended Understanding</b></p> <p>-Apply a variety of principles of training to maintain or improve health-related fitness.</p>	<p><b>Academic Vocabulary</b></p> <p>-Apply</p> <p>-Principles</p> <p>-Maintain</p> <p>-Specificity</p> <p>-Overload</p> <p>-Progression</p> <p>-Health Related Fitness</p>
<p><b>Ultimate Learning Target:</b></p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p><b>Broad Learning Target:</b></p> <ul style="list-style-type: none"> <li>- The student can apply principles of training (e.g., specificity, overload, progression) to maintain or improve health-related fitness.</li> </ul> <p><b>Underpinning Knowledge Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can identify the principles of training (e.g., specificity, overload, progression) that can help to maintain or improve health-related fitness.</li> </ul> <p><b>Underpinning Skills Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can apply the FITT Principles.</li> </ul> <p><b>Underpinning Reasoning Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can evaluate why the principles of training are an important aspect of helping to maintain or improve health-related fitness.</li> <li>- The student can select activities that demonstrate a clear application of the FITT training principles.</li> </ul>	
<p><b>Standard #3B (Prior Grade Standard) (5th Grade)</b></p> <p>Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.</p>	<p><b>Standard #3B (Future Grade Standard) (7th Grade)</b></p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	

**Content Elaborations**

The student will:

- Applies FITT principles on a consistent basis.
- Understand the difference between muscular strength and muscular endurance.
- Provide exercises/activities that would enhance muscular strength and endurance in various areas of the body.

**Instructional Strategies**

1. Complete the chart below (from the ODE Assessment Document) to outline your personal fitness plan. Complete the number of exercises that are sufficient for your plan.
  - Muscular Strength and Endurance Upper Body
  - Muscle Strength and Endurance Abdominals and Lower Body
2. Provide an example of muscular strength versus muscular endurance using intensity and duration (or repetitions) to show the differences between the two areas.

**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>9. Identify foods and appropriate servings to balance calorie intake with energy expenditure.</p> <p><i>Content Statement: Utilizes principles and practices to design a personalized health-related fitness plan. (3B)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Balance caloric intake with energy expenditure by identifying appropriate foods and servings.</p> <p><b><u>Extended Understanding</u></b></p> <p>-Identifies healthy foods, snacks and beverages to help create calorie balance, nutrient density and appropriate for exercise.</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Identify</p> <p>-Servings</p> <p>-Balance</p> <p>-Calorie Intake</p> <p>-Energy Expenditure</p>
<p><b>Ultimate Learning Target:</b></p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify foods and appropriate servings to balance calorie intake with energy expenditure.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify foods and appropriate servings to balance calorie intake with energy expenditure.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can apply their knowledge of healthy foods, snacks and beverages to help create caloric balance with energy expenditure that is appropriate for exercise.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify appropriate foods and servings to balance calorie intake with energy expenditure.</li> <li>- The student can evaluate appropriate foods and servings to balance calorie intake with energy expenditure.</li> <li>- The student can select appropriate foods and servings to balance calorie intake with energy expenditure.</li> </ul>	
<p><b>Standard #3B (Prior Grade Standard) (5th Grade)</b></p> <p>Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.</p>	<p><b>Standard #3B (Future Grade Standard) (7th Grade)</b></p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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## Unit #2 Motor Skills and Movement Patterns

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 10.</b></p> <p>10. Demonstrate movement patterns in dance, gymnastics or fitness (e.g., yoga, Zumba).</p> <p><i>Content Statement: Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities. (1A)</i></p>	<p><b><u>Essential Understanding</u></b> -Demonstrate movement patterns in dance, gymnastics or fitness.</p> <p><b><u>Extended Understanding</u></b> -Demonstrate a variety of movement patterns in dance, gymnastics or fitness</p>	<p><b><u>Academic Vocabulary</u></b> -Demonstrate -Movement Patterns</p>
<p><b>Ultimate Learning Target:</b></p> <p>Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate movement patterns in dance, gymnastics or fitness (e.g., yoga, Zumba).</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify movement patterns involved in dance, gymnastics or fitness.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can apply their knowledge of and demonstrate movement patterns in dance, gymnastics or fitness.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify appropriate movement patterns in dance, gymnastics or fitness.</li> <li>- The student can evaluate appropriate movement patterns in dance, gymnastics or fitness.</li> <li>- The student can select and demonstrate appropriate movement patterns in dance, gymnastics or fitness.</li> </ul>	
<p><b>Standard #1A (Prior Grade Standard) (5th Grade)</b></p> <p>Combine locomotor and non-locomotor skills into movement patterns.</p>	<p><b>Standard #1A (Future Grade Standard) (7th Grade)</b></p> <p>Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p>	



**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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## Unit #2 Motor Skills and Movement Patterns

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 11.</b></p> <p>11. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms (e.g., fitness, track and field, martial arts, outdoor activities, aquatics, cycling, rollerblading) in controlled settings.</p> <p><i>Content Statement: Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities. (1A)</i></p>	<p><b>Essential Understanding</b></p> <p>-Demonstrate the critical elements of locomotor and non-locomotor skills in a variety of movement forms.</p> <p><b>Extended Understanding</b></p> <p>-Demonstrate the critical elements of a variety of locomotor and non-locomotor skills in a variety of movement forms.</p>	<p><b>Academic Vocabulary</b></p> <p>-Demonstrate</p> <p>-Critical Elements</p> <p>-Specialized</p> <p>-Locomotor</p> <p>-Non-Locomotor</p> <p>-Variety</p> <p>-Movement Forms</p>
<p><b>Ultimate Learning Target:</b></p> <p>Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms (e.g., fitness, track and field, martial arts, outdoor activities, aquatics, cycling, rollerblading) in controlled settings.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can apply their knowledge of and demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify, evaluate and select appropriate critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms.</li> </ul>	
<p><b>Standard #1A (Prior Grade Standard) (5th Grade)</b></p> <p>Combine locomotor and non-locomotor skills into movement patterns.</p>	<p><b>Standard #1A (Future Grade Standard) (7th Grade)</b></p> <p>Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

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

**Sample Assessments and Performance Tasks**

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

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

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## Unit #2 Motor Skills and Movement Patterns

### Unpacked Standards / Clear Learning Targets

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

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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

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

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## Unit #3 Small-Sided Games

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 13.</b></p> <p>13. Send, receive, dribble and shoot in game-like practice using appropriate critical elements.</p> <p><i>Content Statement: Demonstrates critical elements of specialized manipulative skills in a variety of settings. (1B)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Send, receive, dribble and shoot in a game-like practice using the correct critical elements.</p> <p><b><u>Extended Understanding</u></b></p> <p>-Send, receive, dribble and shoot in a variety of game-like practices using appropriate critical elements.</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Send -Receive -Dribble -Shoot -Game-like Practice -Critical Elements</p>
<p><b>Ultimate Learning Target:</b></p> <p>Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can send, receive, dribble and shoot in game-like practice using appropriate critical elements.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify the appropriate critical elements for sending, receiving, dribbling and shooting.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate the appropriate critical elements for sending, receiving, dribbling and shooting in a game-like practice.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify, evaluate, select and demonstrate the appropriate critical elements for sending, receiving, dribbling and shooting in a game-like practice.</li> </ul>	
<p><b>Standard #1B (Prior Grade Standard) (5th Grade)</b></p> <p>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	<p><b>Standard #1B (Future Grade Standard) (7th Grade)</b></p> <p>Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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## Unit #3 Small-Sided Games

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 14.</b></p> <p>14. Strike an object with hand or implement in game-like practice using appropriate critical elements.</p> <p><i>Content Statement: Demonstrates critical elements of specialized manipulative skills in a variety of settings. (1B)</i></p>	<p><b>Essential Understanding</b> -In a game-like practice, strike an object with your hand or implement using appropriate critical elements.</p> <p><b>Extended Understanding</b> -Strike an object with hand or implement, in a variety of game-like practices using appropriate critical elements.</p>	<p><b>Academic Vocabulary</b></p> <p>-Strike -Implement -Game-like Practice -Critical Elements</p>
<p><b>Ultimate Learning Target:</b></p> <p>Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p>	<p><b>Broad Learning Target:</b></p> <ul style="list-style-type: none"> <li>- The student can strike an object with hand or implement in game-like practice using appropriate critical elements.</li> </ul> <p><b>Underpinning Knowledge Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can identify the appropriate critical elements for striking an object with their hand or implement.</li> </ul> <p><b>Underpinning Skills Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate the appropriate critical elements for striking an object with their hand or implement in a game-like practice.</li> </ul> <p><b>Underpinning Reasoning Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can identify, evaluate, select and demonstrate the appropriate critical elements for striking an object with their hand or implement in a game-like practice.</li> </ul>	
<p><b>Standard #1B (Prior Grade Standard) (5th Grade)</b></p> <p>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	<p><b>Standard #1B (Future Grade Standard) (7th Grade)</b></p> <p>Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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

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## Unit #3 Small-Sided Games

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 15.</b></p> <p>15. Strike and field an object with foot, hand or implement in game-like practice.</p> <p><i>Content Statement: Demonstrates critical elements of specialized manipulative skills in a variety of settings. (1B)</i></p>	<p><b>Essential Understanding</b></p> <p>-In a game-like practice, strike and field an object with foot, hand or implement.</p> <p><b>Extended Understanding</b></p> <p>-Strike and field an object with foot, hand or implement, in a variety of game-like practices using appropriate critical elements.</p>	<p><b>Academic Vocabulary</b></p> <p>-Strike/Striking</p> <p>-Field/Fielding</p> <p>-Implement</p> <p>-Game-like Practice</p>
<p><b>Ultimate Learning Target:</b></p> <p>Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can strike and field an object with foot, hand or implement in game-like practice.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify the appropriate critical elements for striking and fielding an object with foot, hand or implement.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate the appropriate critical elements for striking and fielding an object with foot, hand or implement.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify, evaluate, select and demonstrate the appropriate critical elements for striking and fielding an object with foot, hand or implement in a game-like practice.</li> </ul>	
<p><b>Standard #1B (Prior Grade Standard) (5th Grade)</b></p> <p>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	<p><b>Standard #1B (Future Grade Standard) (7th Grade)</b></p> <p>Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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## Unit #3 Small-Sided Games

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 16.</b></p> <p>16. Send an object to a target in game-like practice using appropriate critical elements.</p> <p><i>Content Statement: Demonstrates critical elements of specialized manipulative skills in a variety of settings. (1B)</i></p>	<p><b>Essential Understanding</b> -In a game-like practice, send an object to a target using the appropriate critical elements.</p> <p><b>Extended Understanding</b> -Send an object to a target in a variety of game-like practice using appropriate critical elements.</p>	<p><b>Academic Vocabulary</b></p> <p>-Send -Target -Game-like Practice -Critical Elements</p>
<p><b>Ultimate Learning Target:</b></p> <p>Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p>	<p><b>Broad Learning Target:</b></p> <ul style="list-style-type: none"> <li>- The student can send an object to a target in game-like practice using appropriate critical elements.</li> </ul> <p><b>Underpinning Knowledge Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can identify the appropriate critical elements for sending an object to a target.</li> </ul> <p><b>Underpinning Skills Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate the appropriate critical elements for sending an object to a target.</li> </ul> <p><b>Underpinning Reasoning Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can identify, evaluate, select and demonstrate the appropriate critical elements for sending an object to a target in a game-like practice.</li> </ul>	
<p><b>Standard #1B (Prior Grade Standard) (5th Grade)</b></p> <p>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	<p><b>Standard #1B (Future Grade Standard) (7th Grade)</b></p> <p>Demonstrates critical elements of specialized manipulative skills in a variety of settings.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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## Unit #4 Tactics

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 17.</b></p> <p>17. Demonstrate understanding of basic offensive tactics related to off-the-ball movements while participating in game-like settings (e.g., when and where should I move?).</p> <p><i>Content Statement: Apply tactical concepts and performance principles in game-like settings. (2A)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-In a game-like setting, demonstrate understanding of basic offensive tactics (off the ball movements).</p> <p><b><u>Extended Understanding</u></b></p> <p>-In a variety of game-like settings, demonstrate understanding of basic offensive tactics (off the ball movements).</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Demonstrate</p> <p>-Offensive Tactics</p> <p>-Off-the-ball Movements</p> <p>-Game-like Settings</p>
<p><b>Ultimate Learning Target:</b></p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate understanding of basic offensive tactics related to off-the-ball movements while participating in game-like settings (e.g., when and where should I move?).</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify the appropriate offensive tactics related to off-the-ball movements while participating in game-like settings.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate the appropriate offensive tactics related to off-the-ball movements while participating in game-like settings.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify, understand and demonstrate the appropriate offensive tactics related to off-the-ball movements (e.g., when and where should I move?) while participating in game-like settings.</li> </ul>	
<p><b>Standard #2A (Prior Grade Standard) (5th Grade)</b></p> <p>Demonstrate and apply basic tactics and principles of movement.</p>	<p><b>Standard #2A (Future Grade Standard) (7th Grade)</b></p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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## Unit #4 Tactics

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 18.</b></p> <p>18. Demonstrate understanding of basic defensive tactics related to defending space while participating in game-like settings (e.g., when and where should I move?).</p> <p><i>Content Statement: Apply tactical concepts and performance principles in game-like settings. (2A)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-In a game-like setting, demonstrate understanding of basic defensive tactics (defending space).</p> <p><b><u>Extended Understanding</u></b></p> <p>-In a variety of game-like settings, demonstrate understanding of basic defensive tactics (defending space).</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Demonstrate</p> <p>-Defensive Tactics</p> <p>-Defending Space</p> <p>-Game-like Settings</p>
<p><b>Ultimate Learning Target:</b></p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate understanding of basic defensive tactics related to defending space while participating in game-like settings (e.g., when and where should I move?).</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify the appropriate defensive tactics related to defending space while participating in game-like settings.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate the appropriate defensive tactics related to defending space while participating in game-like settings.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify, understand and demonstrate the appropriate defensive tactics related to defending space (e.g., when and where should I move?) while participating in game-like settings.</li> </ul>	
<p><b>Standard #2A (Prior Grade Standard) (5th Grade)</b></p> <p>Demonstrate and apply basic tactics and principles of movement.</p>	<p><b>Standard #2A (Future Grade Standard) (7th Grade)</b></p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	



**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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

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

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## Unit #4 Tactics

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 19.</b></p> <p>19. Identify the correct decisions in game-like settings.</p> <p><i>Content Statement: Apply tactical concepts and performance principles in game-like settings. (2A)</i></p>	<p><b>Essential Understanding</b>        -In a game-like setting, identify the correct decisions (choose the best options).</p> <p><b>Extended Understanding</b>        -In a variety of game-like settings, identify the correct decisions (choose the best options).</p>	<p><b>Academic Vocabulary</b></p> <p>-Identify        -Game-like Settings</p>
<p><b>Ultimate Learning Target:</b></p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	<p><b>Broad Learning Target:</b></p> <ul style="list-style-type: none"> <li>- The student can identify the correct decisions in game-like settings.</li> </ul> <p><b>Underpinning Knowledge Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can identify the correct decisions by choosing the best options in game-like settings.</li> </ul> <p><b>Underpinning Skills Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate good decision making skills by choosing the best options in game-like settings.</li> </ul> <p><b>Underpinning Reasoning Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can identify, understand and demonstrate good decision making skills by choosing the best options in game-like settings.</li> </ul>	
<p><b>Standard #2A (Prior Grade Standard) (5th Grade)</b></p> <p>Demonstrate and apply basic tactics and principles of movement.</p>	<p><b>Standard #2A (Future Grade Standard) (7th Grade)</b></p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	

**Content Elaborations**

The student will:

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

Examples:

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

**Instructional Strategies**

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

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## Unit #5 Biomechanical Principles

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 20.</b></p> <p>20. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized skills in fitness, sport/games, individual performance activities and movement forms.</p> <p><i>Content Statement: Demonstrates knowledge of critical elements and biomechanical principles for specialized skills. (2B)</i></p>	<p><b>Essential Understanding</b></p> <p>-Use critical elements (key points) to demonstrate understanding of movement principles in specialized skills and movement forms.</p> <p><b>Extended Understanding</b></p> <p>-Use critical elements (key points) to demonstrate understanding of movement principles in a variety of specialized skills and movement forms.</p>	<p><b>Academic Vocabulary</b></p> <p>-Demonstrate</p> <p>-Movement Principles</p> <p>-Critical Elements</p> <p>-Specialized Skills</p> <p>-Individual Performance</p> <p>-Movement Forms</p>
<p><b>Ultimate Learning Target:</b></p> <p>Demonstrates knowledge of critical elements and biomechanical principles for specialized skills.</p>	<p><b>Broad Learning Target:</b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized skills in fitness, sport/games, individual performance activities and movement forms.</li> </ul> <p><b>Underpinning Knowledge Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can identify the critical elements (key points) to demonstrate understanding of movement principles in specialized skills and movement forms.</li> </ul> <p><b>Underpinning Skills Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized skills and movement forms.</li> </ul> <p><b>Underpinning Reasoning Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can identify and demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized skills and movement forms.</li> </ul>	
<p><b>Standard #2B (Prior Grade Standard) (5th Grade)</b></p> <p>Demonstrate knowledge of critical elements for more complex motor skills.</p>	<p><b>Standard #2B (Future Grade Standard) (7th Grade)</b></p> <p>Demonstrates knowledge of critical elements and biomechanical principles for specialized skills.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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## Unit #5 Biomechanical Principles



## Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 21.</b></p> <p>21. Analyze skills in fitness, sport/games, individual performance activities and movement forms to identify strengths and areas to improve.</p> <p><i>Content Statement: Demonstrates knowledge of critical elements and biomechanical principles for specialized skills. (2B)</i></p>	<p><b>Essential Understanding</b></p> <p>-Identify strengths and areas to improve by analyzing skills and movement forms.</p> <p><b>Extended Understanding</b></p> <p>-Identify strengths and areas to improve by analyzing a variety of skills and movement forms.</p>	<p><b>Academic Vocabulary</b></p> <p>-Analyze</p> <p>-Identify</p> <p>-Individual Performance</p> <p>-Movement Forms</p>
<p><b>Ultimate Learning Target:</b></p> <p>Demonstrates knowledge of critical elements and biomechanical principles for specialized skills.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can analyze skills in fitness, sport/games, individual performance activities and movement forms to identify strengths and areas to improve.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify strengths and areas to improve by analyzing skills and movement forms.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate the ability to identify strengths and areas to improve by analyzing skills and movement forms.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can analyze skills in fitness, sport/games, individual performance activities and movement forms to identify strengths and areas to improve.</li> </ul>	
<p><b>Standard #2B (Prior Grade Standard) (5th Grade)</b></p> <p>Demonstrate knowledge of critical elements for more complex motor skills.</p>	<p><b>Standard #2B (Future Grade Standard) (7th Grade)</b></p> <p>Demonstrates knowledge of critical elements and biomechanical principles for specialized skills.</p>	

## Content Elaborations

The student will:

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

### Instructional Strategies

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

### Sample Assessments and Performance Tasks

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## Unit #6 RPSB

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 22.</b></p> <p>22. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.</p> <p><i>Content Statement: Develops and applies rules, safe practices and procedures in physical activity settings.(4A)</i></p>	<p><b><u>Essential Understanding</u></b> -Chooses to follow the rules, procedures and etiquette of a game or activity.</p> <p><b><u>Extended Understanding</u></b> -Chooses to follow the rules, procedures and etiquette of a variety of games or activities.</p>	<p><b><u>Academic Vocabulary</u></b> -Conscious Decision -Procedure -Etiquette</p>
<p><b>Ultimate Learning Target:</b></p> <p>Develops and applies rules, safe practices and procedures in physical activity settings.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify appropriate decisions about playing within the rules, procedures and etiquette of a game or activity.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate the ability to make conscious decisions about playing within the rules, procedures and etiquette of a game or activity.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can analyze the importance of making a conscious decision about playing within the rules, procedures and etiquette of a game or activity to promote fairplay and safety.</li> </ul>	
<p><b>Standard #4A (Prior Grade Standard) (5th Grade)</b></p> <p>Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.</p>	<p><b>Standard #4A (Future Grade Standard) (7th Grade)</b></p> <p>Develops and applies rules, safe practices and procedures in physical activity settings.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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## Unit #6 RPSB

### Unpacked Standards / Clear Learning Targets

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

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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## Unit #6 RPSB

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 24.</b></p> <p>24. Make choices to demonstrate self-direction and effort.</p> <p><i>Content Statement: Develops and applies rules, safe practices and procedures in physical activity settings.(4A)</i></p>	<p><b>Essential Understanding</b></p> <p>-Chooses to demonstrate self-direction and effort.</p> <p><b>Extended Understanding</b></p> <p>-Chooses to demonstrate self-direction and effort in a variety of settings.</p>	<p><b>Academic Vocabulary</b></p> <p>-Demonstrate</p> <p>-Self-Direction</p> <p>-Effort</p>
<p><b>Ultimate Learning Target:</b></p> <p>Develops and applies rules, safe practices and procedures in physical activity settings.</p>	<p><b>Broad Learning Target:</b></p> <ul style="list-style-type: none"> <li>- The student can make choices to demonstrate self-direction and effort.</li> </ul> <p><b>Underpinning Knowledge Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can identify appropriate choices that should be made to demonstrate self-direction and effort.</li> </ul> <p><b>Underpinning Skills Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate the ability to apply appropriate choices that should be made to demonstrate self-direction and effort.</li> </ul> <p><b>Underpinning Reasoning Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can analyze the importance of applying appropriate choices that should be made to demonstrate self-direction and effort.</li> </ul>	
<p><b>Standard #4A (Prior Grade Standard) (5th Grade)</b></p> <p>Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.</p>	<p><b>Standard #4A (Future Grade Standard) (7th Grade)</b></p> <p>Develops and applies rules, safe practices and procedures in physical activity settings.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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## Unit #6 RPSB

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 25.</b></p> <p>25. Offer positive suggestions to facilitate group progress in physical activities.</p> <p><i>Content Statement: Communicates effectively with others to promote respect and conflict resolution in physical activity settings.(4B)</i></p>	<p><b>Essential Understanding</b> -Gives positive suggestions to promote group progress in physical activities.</p> <p><b>Extended Understanding</b> -Gives positive suggestions to promote group progress in a variety of physical activities.</p>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Offer</li> <li>-Positive</li> <li>-Suggestions</li> <li>-Facilitate</li> <li>-Progress</li> </ul>
<p><b>Ultimate Learning Target:</b></p> <p>Communicates effectively with others to promote respect and conflict resolution in physical activity settings.</p>	<p><b>Broad Learning Target:</b></p> <ul style="list-style-type: none"> <li>- The student can offer positive suggestions to facilitate group progress in physical activities.</li> </ul> <p><b>Underpinning Knowledge Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can identify appropriate positive suggestions to facilitate group progress in physical activities.</li> </ul> <p><b>Underpinning Skills Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate the ability to offer appropriate suggestions to facilitate group progress in physical activities.</li> </ul> <p><b>Underpinning Reasoning Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can analyze the importance of offering appropriate suggestions to facilitate group progress in physical activities.</li> </ul>	
<p><b>Standard #4B (Prior Grade Standard) (5th Grade)</b></p> <p>Interact and communicate positively with others.</p>	<p><b>Standard #4B (Future Grade Standard) (7th Grade)</b></p> <p>Communicates effectively with others to promote respect and conflict resolution in physical activity settings.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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

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

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## Instructional Resources

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## Unit #6 RPSB

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 26.</b></p> <p>26. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.</p> <p><i>Content Statement: Communicates effectively with others to promote respect and conflict resolution in physical activity settings.(4B)</i></p>	<p><b>Essential Understanding</b></p> <p>-Cooperate with peers of different gender, race and ability in physical activity settings.</p> <p><b>Extended Understanding</b></p> <p>-Cooperate with peers of different gender, race and ability in a variety of physical activity settings.</p>	<p><b>Academic Vocabulary</b></p> <p>-Demonstrate</p> <p>-Cooperation</p> <p>-Peers</p>
<p><b>Ultimate Learning Target:</b></p> <p>Communicates effectively with others to promote respect and conflict resolution in physical activity settings.</p>	<p><b>Broad Learning Target:</b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate cooperation with peers of different gender, race and ability in physical activity settings.</li> </ul> <p><b>Underpinning Knowledge Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can identify appropriate ways to cooperate with peers of different gender, race and ability in physical activity settings.</li> </ul> <p><b>Underpinning Skills Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate the ability to cooperate with peers of different gender, race and ability in physical activity settings.</li> </ul> <p><b>Underpinning Reasoning Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can analyze the importance of cooperating with peers of different gender, race and ability in physical activity settings.</li> </ul>	
<p><b>Standard #4B (Prior Grade Standard) (5th Grade)</b></p> <p>Interact and communicate positively with others.</p>	<p><b>Standard #4B (Future Grade Standard) (7th Grade)</b></p> <p>Communicates effectively with others to promote respect and conflict resolution in physical activity settings.</p>	



**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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## Unit #6 RPSB

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 27.</b></p> <p>27. Show consideration of the rights and feelings of others when resolving conflict.</p> <p><i>Content Statement: Communicates effectively with others to promote respect and conflict resolution in physical activity settings.(4B)</i></p>	<p><b><u>Essential Understanding</u></b> -When resolving conflict, be considerate of the rights and feelings of others.</p> <p><b><u>Extended Understanding</u></b> -Consistently show consideration of the rights and feelings of others when resolving conflict.</p>	<p><b><u>Academic Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>-Consideration</li> <li>-Rights</li> <li>-Resolving</li> <li>-Conflict</li> </ul>
<p><b>Ultimate Learning Target:</b></p> <p>Communicates effectively with others to promote respect and conflict resolution in physical activity settings.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate cooperation with peers of different gender, race and ability in physical activity settings.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify appropriate ways to show consideration of the rights and feelings of others when resolving conflict.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate the ability to show consideration of the rights and feelings of others when resolving conflict.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can analyze the importance of showing consideration of the rights and feelings of others when resolving conflict.</li> </ul>	
<p><b>Standard #4B (Prior Grade Standard) (5th Grade)</b></p> <p>Interact and communicate positively with others.</p>	<p><b>Standard #4B (Future Grade Standard) (7th Grade)</b></p> <p>Communicates effectively with others to promote respect and conflict resolution in physical activity settings.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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## Unit #6 RPSB

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 28.</b></p> <p>28. Accept decisions made by the designated official and return to activity.</p> <p><i>Content Statement: Communicates effectively with others to promote respect and conflict resolution in physical activity settings.(4B)</i></p>	<p><b>Essential Understanding</b></p> <p>-Accepts decisions made by the designated official.</p> <p><b>Extended Understanding</b></p> <p>-Accepts and respects decisions made by the designated official.</p>	<p><b>Academic Vocabulary</b></p> <p>-Accept</p> <p>-Designated Official</p>
<p><b>Ultimate Learning Target:</b></p> <p>Communicates effectively with others to promote respect and conflict resolution in physical activity settings.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can accept decisions made by the designated official and return to activity.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify the importance of accepting decisions made by the designated official and respectfully return to the activity.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate the ability to accept decisions made by the designated official and respectfully return to the activity.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can analyze the importance of accepting decisions made by the designated official and respectfully return to the activity.</li> </ul>	
<p><b>Standard #4B (Prior Grade Standard) (5th Grade)</b></p> <p>Interact and communicate positively with others.</p>	<p><b>Standard #4B (Future Grade Standard) (7th Grade)</b></p> <p>Communicates effectively with others to promote respect and conflict resolution in physical activity settings.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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## Unit #7 Value of Physical Activity

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 29.</b></p> <p>29. Describe how being physically active contributes to a healthy body.</p> <p><i>Content Statement: Makes a connection between participation in physical activity and physical, emotional and intellectual health. (5A)</i></p>	<p><b><u>Essential Understanding</u></b> -Describe how being physically active contributes to a healthy body.</p> <p><b><u>Extended Understanding</u></b> -Describe using specific details how being physically active contributes to a healthy body.</p>	<p><b><u>Academic Vocabulary</u></b> -Describe -Contributes</p>
<p><b>Ultimate Learning Target:</b></p> <p>Makes a connection between participation in physical activity and physical, emotional and intellectual health.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can describe how being physically active contributes to a healthy body.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify how being physically active contributes to a healthy body.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can describe how being physically active contributes to a healthy body.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can analyze the importance of, identify and describe health benefits gained while participating in physical activities.</li> </ul>	
<p><b>Standard #5A (Prior Grade Standard) (5th Grade)</b></p> <p>Identifies multiple, specific health benefits as a reason to value physical activity.</p>	<p><b>Standard #5A (Future Grade Standard) (7th Grade)</b></p> <p>Makes a connection between participation in physical activity and physical, emotional and intellectual health.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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

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**Instructional Resources**

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## Unit #7 Value of Physical Activity

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 30.</b></p> <p>30. Describe how being physically active contributes to emotional health.</p> <p><i>Content Statement: Makes a connection between participation in physical activity and physical, emotional and intellectual health. (5A)</i></p>	<p><b>Essential Understanding</b></p> <p>-Describe how being physically active benefits emotional health.</p> <p><b>Extended Understanding</b></p> <p>-Describe using specific details how being physically active benefits emotional health.</p>	<p><b>Academic Vocabulary</b></p> <p>-Describe</p> <p>-Contributes</p> <p>-Emotional Health</p>
<p><b>Ultimate Learning Target:</b></p> <p>Makes a connection between participation in physical activity and physical, emotional and intellectual health.</p>	<p><b>Broad Learning Target:</b></p> <ul style="list-style-type: none"> <li>- The student can describe how being physically active contributes to emotional health.</li> </ul> <p><b>Underpinning Knowledge Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can identify how being physically active benefits emotional health.</li> </ul> <p><b>Underpinning Skills Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can describe how being physically active benefits emotional health.</li> </ul> <p><b>Underpinning Reasoning Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can analyze the importance of, identify and describe emotional health benefits gained while participating in physical activities.</li> </ul>	
<p><b>Standard #5A (Prior Grade Standard) (5th Grade)</b></p> <p>Identifies multiple, specific health benefits as a reason to value physical activity.</p>	<p><b>Standard #5A (Future Grade Standard) (7th Grade)</b></p> <p>Makes a connection between participation in physical activity and physical, emotional and intellectual health.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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## Unit #7 Value of Physical Activity

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 31.</b></p> <p>31. Describe how being physically active contributes to intellectual health.</p> <p><i>Content Statement: Makes a connection between participation in physical activity and physical, emotional and intellectual health. (5A)</i></p>	<p><b>Essential Understanding</b></p> <p>-Describe how being physically active contributes to intellectual health.</p> <p><b>Extended Understanding</b></p> <p>-Describe using specific details how being physically active contributes to intellectual health.</p>	<p><b>Academic Vocabulary</b></p> <p>-Describe -Contributes -Intellectual Health</p>
<p><b>Ultimate Learning Target:</b></p> <p>Makes a connection between participation in physical activity and physical, emotional and intellectual health.</p>	<p><b>Broad Learning Target:</b></p> <ul style="list-style-type: none"> <li>- The student can describe how being physically active contributes to intellectual health.</li> </ul> <p><b>Underpinning Knowledge Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can identify how being physically active contributes to intellectual health.</li> </ul> <p><b>Underpinning Skills Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can describe how being physically active contributes to intellectual health.</li> </ul> <p><b>Underpinning Reasoning Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can analyze the importance of, identify and describe intellectual health benefits gained while participating in physical activities.</li> </ul>	
<p><b>Standard #5A (Prior Grade Standard) (5th Grade)</b></p> <p>Identifies multiple, specific health benefits as a reason to value physical activity.</p>	<p><b>Standard #5A (Future Grade Standard) (7th Grade)</b></p> <p>Makes a connection between participation in physical activity and physical, emotional and intellectual health.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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## Unit #7 Value of Physical Activity

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 32.</b> 32. Identify enjoyable physical activities.</p> <p><i>Content Statement: Discusses the positive impact physical activity has on his or her life. (5B)</i></p>	<p><b>Essential Understanding</b> -Identify enjoyable physical activities.</p> <p><b>Extended Understanding</b> -Identify a variety of enjoyable physical activities.</p>	<p><b>Academic Vocabulary</b> -Identify -Enjoyable</p>
<p><b>Ultimate Learning Target:</b> Discusses the positive impact physical activity has on his or her life.</p>	<p><b><u>Broad Learning Target:</u></b> - The student can identify enjoyable physical activities.</p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b> - The student can identify enjoyable physical activities.</p> <p><b><u>Underpinning Skills Learning Targets:</u></b> - The student can describe enjoyable physical activities.</p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b> - The student can analyze, identify and describe enjoyable physical activities.</p>	
<p><b>Standard #5B (Prior Grade Standard) (5th Grade)</b> Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.</p>	<p><b>Standard #5B (Future Grade Standard) (7th Grade)</b> Discusses the positive impact physical activity has on his or her life.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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

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## Unit #7 Value of Physical Activity

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 33.</b></p> <p>33. Identify a specific activity the student plays because he or she finds it challenging.</p> <p><i>Content Statement: Discusses the positive impact physical activity has on his or her life. (5B)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Identify a specific activity that the student plays because he/she finds it challenging.</p> <p><b><u>Extended Understanding</u></b></p> <p>-Identify different types of specific activities that the student plays because he/she finds it challenging.</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Identify -Specific -Challenging</p>
<p><b>Ultimate Learning Target:</b></p> <p>Discusses the positive impact physical activity has on his or her life.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify a specific activity the student plays because he or she finds it challenging.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify a specific activity that he/she plays because he/she finds it challenging.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can describe a specific activity that he/she plays because he/she finds it challenging.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can analyze, identify and describe a specific activity that he/she plays because he/she finds it challenging.</li> </ul>	
<p><b>Standard #5B (Prior Grade Standard) (5th Grade)</b></p> <p>Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.</p>	<p><b>Standard #5B (Future Grade Standard) (7th Grade)</b></p> <p>Discusses the positive impact physical activity has on his or her life.</p>	

**Content Elaborations**

The student will:

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

**Instructional Strategies**

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

**Sample Assessments and Performance Tasks**

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

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

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## Instructional Resources

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## Unit #7 Value of Physical Activity

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Targets # 34.</b></p> <p>34. Identify a specific activity the student plays because of the opportunities for social interaction.</p> <p><i>Content Statement: Discusses the positive impact physical activity has on his or her life. (5B)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Identify a specific physical activity that provides opportunities for social interaction.</p> <p><b><u>Extended Understanding</u></b></p> <p>-Identify different types of specific physical activities that provide opportunities for social interaction.</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Identify</p> <p>-Specific</p> <p>-Opportunities</p> <p>-Social Interaction</p>
<p><b>Ultimate Learning Target:</b></p> <p>Discusses the positive impact physical activity has on his or her life.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify a specific activity the student plays because of the opportunities for social interaction.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify the opportunities for social interaction in a specific activity the student plays.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can describe the opportunities for social interaction in a specific activity the student plays.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can analyze, identify and describe the opportunities for social interaction in a specific activity the student plays.</li> </ul>	
<p><b>Standard #5B (Prior Grade Standard) (5th Grade)</b></p> <p>Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.</p>	<p><b>Standard #5B (Future Grade Standard) (7th Grade)</b></p> <p>Discusses the positive impact physical activity has on his or her life.</p>	



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