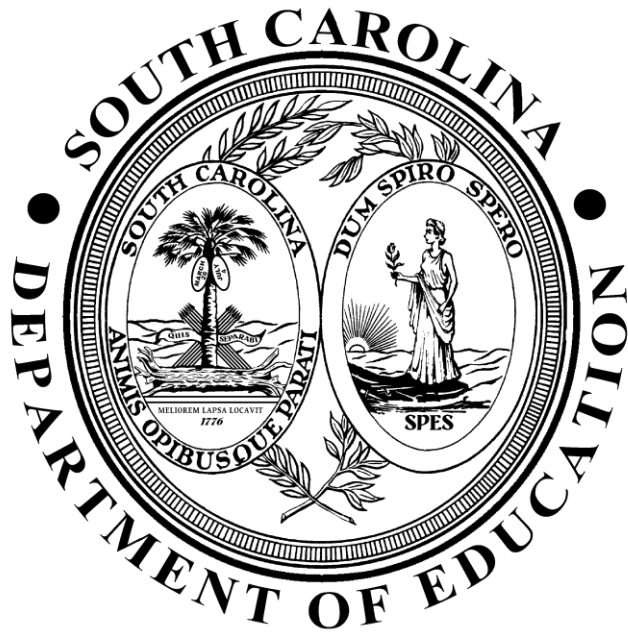


**STATE OF SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

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*STATE SUPERINTENDENT OF EDUCATION*



*Unit Resources for 2021 South Carolina  
College and Career Ready Standards for  
Physical Education*

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## **Introduction**

This document was created by South Carolina Teachers for South Carolina Teachers. These resources were developed through a year-long process that included many discussions, exchanging of ideas, ponderings, and collegiality.

The purpose of the Unit Resources for *2021 South Carolina College and Career Ready Standards for Physical Education* is to provide suggested tasks to assist teachers with planning instruction. While some of the suggested tasks present a specific activity or sport, all the tasks were designed to be adaptable to the myriad of situations present in physical education classrooms across the state. All suggested tasks can be modified as necessary to best fit the situation of each individual teacher. It must also be noted that the suggested tasks are not an exhaustive list and should not be used as such.

Tasks are provided for performance indicators designated by the writing team to be the most critical indicators for students to gain proficiency in, therefore, not all indicators are addressed in this document.

## **Proficiency Levels**

*The South Carolina College and Career Ready Standards for Physical Education 2021* outline the standard and indicator proficiency progression rather than the specific grade level. Teachers have the opportunity to identify and differentiate learning for all learners based on the students' proficiency range. The standards document describes the learning goals a learner should demonstrate at three levels of proficiency. All performance indicators in the standards document begin with "I can..." so that learners are at the center of all physical education programs, can self-assess, and can use evidence to demonstrate progress in proficiency. The three proficiency levels used are novice, intermediate, and advanced.

The novice, intermediate, and advanced proficiency levels are a continuum that describes the distinct levels of the demonstrated skills, abilities, and knowledge for a student to master. The novice proficiency level represents foundational skills, abilities, and knowledge to be built upon. The intermediate proficiency level represents a deeper understanding and application of skills, abilities, and knowledge. The advanced proficiency level represents a level of understanding and application of skills, abilities, and knowledge that goes beyond direct instruction, and includes student ownership of the learning.

In order to best serve students within a traditional K-12 school setting, teachers need to be provided with guidance as to which proficiency level(s) are the desired outcome, or learning goal, for each grade level.

## **Acquisition Levels**

In order to better understand the continuum in which skills are learned within a proficiency level, this document adds three acquisition levels. The first acquisition level is for learners that are at the beginning of their learning within a proficiency level. This level is called emerging. Learners that have progressed from the emerging level but have not yet mastered the current proficiency level are in the second acquisition level known as spiraling. The third and final acquisition level is must-know. Students at this acquisition level are able to demonstrate mastery of the performance indicator within a proficiency level. Since there are three proficiency levels and three acquisition levels it is possible for a performance indicator to have nine options as students progress towards the advanced proficiency expectation.

The nine options are:

- Novice – Emerging (1)
- Novice – Spiraling (2)
- Novice – Must-know (3)
- Intermediate – Emerging (1)
- Intermediate – Spiraling (2)
- Intermediate – Must-know (3)
- Advanced – Emerging (1)
- Advanced – Spiraling (2)
- Advanced – Must-know (3)

### Proficiency Level Guidance – Middle Level

Indicator	6	7	8
1.1	N-3	I-3	A-3
1.2	N-3	I-3	A-3
1.3	N-3	I-3	A-3
1.4	N-3	I-3	A-3
1.5	N-2	N-3	I-2
1.6	N-2	N-3	I-2
1.7	N-2	N-3	I-2
2.1	N-3	I-3	A-3
2.2	N-3	I-3	A-3
2.3	N-3	I-3	A-3
2.4	N-3	I-3	A-3
2.5	N-3	I-3	A-3
2.6	N-3	I-3	A-3
3.1	N-3	I-3	A-3
3.2	N-3	I-3	A-3
3.3	N-3	I-3	A-3
3.4	N-3	I-3	A-3
3.5	N-3	I-3	A-3
4.1	N-3	I-3	A-3
4.2	N-3	I-3	A-3
4.3	N-3	I-3	A-3
4.4	N-3	I-3	A-3
5.1	N-3	I-3	A-3
5.2	N-3	I-3	A-3
5.3	N-3	I-3	A-3
5.4	N-3	I-3	A-3

- N = Novice Proficiency Level
- I = Intermediate Proficiency Level
- A = Advanced Proficiency Level
- 1 = Emerging Acquisition Level
- 2 = Spiraling Acquisition Level
- 3 = Must-know Acquisition Level

## Middle Level Task Progressions

### 1.1 Invasion Games

Novice	Intermediate	Advanced
MS.N.1.1: Demonstrate the basic skills and tactics used during an invasion game individually and with a partner.	MS.I.1.1: Apply the basic skills and tactics used during an invasion game in a numbers-up modified game. Example: performing a pass to an open player in a 3 v 2 soccer station.	MS.A.1.1: Execute the basic skills and tactics used during an invasion game in a modified game. Example: delivering a lead pass with accuracy in a 5 v 5 floor hockey game.

Level	Suggested Task
N-1	Students will demonstrate the proper technique of 1- 2 of the basic skills or tactics used during an invasion game individually or with a partner.
N-2	Students will demonstrate the proper technique of 3-4 of the basic skills and tactics used during an invasion game individually and with a partner.
N-3	Students will demonstrate the proper technique of all basic skills and tactics used during an invasion game individually and with a partner.
I-1	In an offense up modified game setting, students will apply the required basic skills and tactics to maintain possession of a ball, puck, or similar item.
I-2	In a defense up modified game setting, students will apply the required basic skills and tactics to gain possession of a ball, puck, or similar item as quickly as possible.
I-3	In a one player up modified game setting, students will apply the required basic skills and tactics to maintain or gain possession of a ball, puck, or similar item depending on the game situation. Form groups with an odd number of total students per group. Begin play with the offense up one player. If the defense gets the ball, have them try to maintain possession for as long as possible. After 2 minutes, one member from the original offensive team will switch to the other team. Play again with the new overloaded team.
A-1	In a modified game setting, students will use mature form to execute basic skills and tactics with 5 or fewer errors.



Level	Suggested Task
A-2	In a modified game setting, students will use mature form to execute basic skills and tactics with 3-4 errors.
A-3	In a modified game setting, students will use mature form to execute basic skills and tactics with 2 or fewer errors.

## 1.2 Target Games

Novice	Intermediate	Advanced
MS.N.1.2: Demonstrate the basic skills and tactics used during the preparation phase. Example: hold a bowling ball correctly while initiating an approach.	MS.I.1.2: Consistently apply the basic skills and tactics during target games in a modified environment.	MS.A.1.2: Consistently execute the basic skills and tactics used during target games in a modified environment with accuracy.

Level	Suggested Task
N-1	Students will consider any safety concerns or protocols and observe how the body moves during the preparation phase of a skill when provided with examples.
N-2	Students will demonstrate any safety concerns or protocols and the correct body stance for the preparation phase of a skill when provided with examples.
N-3	Students will demonstrate any safety concerns or protocols along with the correct body stance and placement of the object to be projected for the preparation phase of a skill when provided with examples.
I-1	Students will demonstrate any safety concerns or protocols along with the preparation, execution, and follow-through phases of a skill.
I-2	In a modified game, students will demonstrate all phases of the basic skills for a target game with 3 or fewer errors.
I-3	In a modified game, students will demonstrate all phases of the basic skills for a target game with 3 or fewer errors and use game tactics to successfully reach the target at least 20% of the time.
A-1	In a modified game, students will demonstrate all phases of the basic skills for a target game with 3 or fewer errors and use game tactics to successfully reach the target at least 40% of the time.
A-2	In a modified game, students will demonstrate all phases of the basic skills for a target game with 3 or fewer errors and use game tactics to successfully reach the target at least 60% of the time.
A-3	In a modified game, students will demonstrate all phases of the basic skills for a target game with 3 or fewer errors and use game tactics to successfully reach the target at least 80% of the time.

### 1.3 Net/Wall Games

Novice	Intermediate	Advanced
MS.N.1.3: Demonstrate in a modified activity the basic skills and tactics used for net/wall games.	MS.I.1.3: Apply the proper technique and position to properly perform a variety of shots in a modified game (e.g. utilizing the appropriate shot in volleyball-overhead pass or forearm pass based on position of teammates).	MS.A.1.3: Execute a strategic shot based on the desired outcome in a complex situation (e.g., Lob shot, passing shot, or drop shot in tennis).

Level	Suggested Task
N-1	Students will perform the forehand and backhand grip (e.g., badminton) students learn the correct hand placement on the racket.
N-2	Students will perform basic racket and shuttle handling skills, and become comfortable holding and manipulating the racket and the shuttlecock (e.g., students use the forehand and backhand grip to carry the shuttle, bounce the shuttle, and bounce the shuttle while walking).
N-3	Students will perform the forehand and backhand stroke (e.g., hit the shuttle at eye level, then above the head, and then really high, alternating between forehand and backhand stroke).
I-1	Students will implement the proper ready position and footwork to move into position to receive the shuttle (e.g., students learn to cover a playing area by quickly moving back to the middle of the court after each shadowed, no shuttlecock, shot).
I-2	Students will implement the proper ready position and footwork to move into position to receive the shuttle (e.g., students learn to cover a playing area by quickly moving back to the middle of the court after each shot).
I-3	Students will implement the forehand serve (low and high) to effectively start and restart the game (e.g., students learn to serve the shuttle to target areas and return the shuttle to target areas).
A-1	Students will complete the backhand stroke to challenge a receiver and return alternating serves.
A-2	Students will place the shuttle using a backhand stroke/shot in the opposite court so they are not returnable.
A-3	Students will place the shuttle using backhand stroke/shot and clear shot in the opposite court so they are not returnable.

## 1.4 Fielding/Striking Games

Novice	Intermediate	Advanced
MS.N.1.4: Demonstrate the basic skills and tactics used during a fielding/striking game individually and with a partner.	MS.I.1.4: Apply the basic skills and tactics used during fielding and striking games in modified situation.  Example: Fielding/throwing using proper technique to a base.	MS.A.1.4: Execute the basic skills and tactics used during fielding and striking games in a complex situation.

Level	Suggested Task
N-1	Students will go through the steps to field a ball (i.e., feet shoulder width apart, glove down open in front and center, and hand without glove behind/on side of glove to support), independently without a ball.
N-2	In partners, students will field a ball that is rolled by one partner and return the ball by throwing it in an overhand pattern. Switch partner rolls every 5 times.
N-3	In small groups, students will field a ball that is softly hit off a tee by one group member and then throw the ball to another member. Switch partner rolls every 5 hits.
I-1	In small groups, students will field a ball that is softly hit off a tee by one group member and then throw the ball to another member. After 5 hits, the batter will run to first base. Switch partner rolls every 5 hits.
I-2	In small groups, students will hit a ball off a tee and then run to first base. Students will remain on first base until the next group member hits the ball. Upon contact with the ball, the student on first base will begin to run to second base, if the ball is hit high into the air the student will freeze until the ball hits the ground. Once the ball hits the ground the student will complete their run to second base and stop. Students will advance one base in this fashion until they reach home plate.
I-3	In groups of 6-8, students will form 2 teams (3-4 students per team). One student will hit a ball off a tee and then run to first base. The student remains on first base until the next group member hits the ball. Upon contact with the ball, the student on first base will begin to run to second base. If the ball is hit high into the air the student will freeze until the ball hits the ground or is determined to be unplayable by a fielder. Once it is determined safe to run, the student will complete their run to second base and stop. Students will advance one base in this fashion until they reach home plate or are thrown out. The fielding team will station themselves in the infield and throw the ball to the closest base that a runner is going to. The runner is out if the ball is caught in the air or if it is thrown to a base and the receiving player maintains control of the ball and touches the base before the runner arrives.

Level	Suggested Task
A-1	In small groups (4-5 total students), students will practice tagging up and attempt to reach the next base. One student will throw the ball high in the air to the outfield. One to two students will be on base, and the remaining students will be in the field. The runners will freeze on their base until the ball is caught or touches the ground. The runners will then attempt to advance to the next base before the ball arrives to that base. The fielders will throw the ball to the closest base to them that a runner is going to. A fielder is not required at the base to record an out. For this activity, the ball simply needs to arrive within 5 feet of the base before the runner.
A-2	In a small-sided game of softball/baseball, students will practice hitting the ball “behind the runner”. For this game every half-inning starts with a runner on second base. The runner can only advance if the ball is hit between first and second base. If the ball is hit between second and third base, then the batter is out, and the runner stays put.
A-3	In a small-sided game of softball/baseball, students will practice turning a double play. For this game, every half-inning starts with a runner on first base. The runner starts running to second base upon contact with the ball by the hitter. The hitter must hit the ball so that it makes contact the ground before reaching the pitching rubber. If the ball fails to do so, then the batter is out and the runner must return to first base. Every successful double play the fielding team completes results in a 5-run bonus. If either runner reaches base safely, meaning 2 outs are not recorded on the play, then no outs are awarded, and the runners remain on the base where the play was attempted.

## 2.1 Invasion, Target, Net/Wall, Striking/Fielding Games

Novice	Intermediate	Advanced
MS.N.2.1: Describe critical elements/learning cues of the specialized skills used in movement form.	MS.I.2.1: Identify critical elements and learning cues of skills performed.	MS.A.2.1: Develop critical elements and learning cues of skills performed.

Level	Suggested Task
N-1	Students will describe the learning cues needed to be successful in 1-2 specialized skills (e.g., volleyball: cues for serve and passing).
N-2	Students will describe the learning cues needed to be successful in 3-4 specialized skills (e.g., volleyball: cues for serve, passing, and setting).
N-3	Students will describe <i>all</i> learning cues needed to be successful in the specialized skills (e.g., volleyball: serve, passing, setting, spiking, and rotations).
I-1	Students will identify the learning cues for one skill while watching a video or in game play (e.g., basketball game shooting cues).
I-2	Students will identify the learning cues for two skills while watching a video or in game play (e.g., basketball game: dribbling cues and passing cues).
I-3	Students will identify <i>all</i> learning cues needed to be successful in all skills needed, while watching a video or in game play.
A-1	Students will develop cues for offensive movements.
A-2	Students will develop cues for defensive movements and strategies.
A-3	Students will develop cues for offensive and defensive movements and transitions.

## 2.2 Invasion, Target, Net/Wall, Striking/Fielding games

Novice	Intermediate	Advanced
MS.N.2.2: Describe various game strategies and tactics within modified situations.	MS.I.2.2: Identify various games strategies and tactics within the game and explain how to use them effectively in modified situations.	MS.A.2.2: Develop various game strategies and tactics within the game and explain how to use them effectively in complex situations.

Level	Suggested Task
N-1	Student will describe the purpose of offense and defense in game play.
N-2	Students will describe offensive game strategies such as getting open, finding a target, and time awareness to score.
N-3	Students will describe defensive game strategies such as anticipating ball movement, blocking, and moving between offender and the goal to prevent offense from scoring.
I-1	Students will identify getting into open space and passing with the purpose of scoring.
I-2	Students will identify the execution of offense to create open spaces and opportunities to score (e.g., pick and roll in basketball, utilizing 3 hits in volleyball).
I-3	Students will identify the execution of defense to prevent a score (e.g., switch up on a pick).
A-1	Students will develop an offensive and defensive strategy that best combats their opponent.
A-2	Students will develop and execute offensive plays (e.g., zone and man-to-man in basketball, 2nd hit belongs to the setter in volleyball).
A-3	Students will develop and execute various types of defenses to best combat the strengths of the opponent (e.g., if the game needs to be slowed down, go into a zone defense).

## 2.6 Social and Emotional Health Benefits

Novice	Intermediate	Advanced
MS.N.2.6: Describe physical-activity experiences with the potential for social, emotional, and health benefits.	MS.I.2.6: Identify physical-activity experiences for social, emotional, and health benefits. Example: locating local areas to participate in physical activity outside the school setting.	MS.A.2.6: Develop physical-activity experiences for social, emotional, and health benefits.

Level	Suggested Task
N-1	Students will describe a social benefit they receive through physical activity.
N-2	Students will describe an emotional benefit they receive through physical activity.
N-3	Students will describe the social, emotional, and health benefits they receive from participating in physical activity.
I-1	Students will identify a physical activity that will enhance their social, emotional, or health well-being.
I-2	Students will identify two physical activities that will enhance their social, emotional or health well-being.
I-3	Students will identify multiple physical activities that will enhance their social, emotional and health well-being.
A-1	Students will develop physical activity habits to seek out social, emotional, and health benefits.
A-2	Students will actively participate in a physical activity outside of the school setting to seek out social, emotional, and health benefits.
A-3	Students will actively participate in a physical activity outside of the school setting on a consistent basis in order to develop their social, emotional, and health benefits.



### 3.1 Monitoring Physical Activity

Novice	Intermediate	Advanced
MS.N.3.1: Demonstrate participation in physical activity and set personal goals. Example: measure daily steps with a device.	MS.I.3.1: Monitor daily participation to promote physical activity. Example: maintain an activity log for a seven-day period, documenting progress toward achievement of personal goals.	MS.A.3.1: Execute a consistent monitoring system to maintain physical activity. Example: Periodically determine effectiveness of exercise/workout and refine as needed.

Level	Suggested Task
N-1	Students will participate in physical activities both in class and outside of school.
N-2	Students will participate in physical activity for 5 days a week and determine a personal goal to increase their overall participation.
N-3	Students will participate in physical activity for 5 days a week and write a personal goal to increase their overall participation.
I-1	Students will document their daily physical activity.
I-2	Students will document their daily physical activity, observe changes in their heart rate, and identify the different heart rate zones using the heart rate formula.
I-3	Students will document their daily physical activity and maintain a level of exercise so as to remain in their target heart rate zone throughout the activity.
A-1	Students will document their daily physical activity and progress towards their personal goal(s).
A-2	Students will document their daily physical activity and progress towards their personal goal(s) and identify areas of refinement.
A-3	Students will document their daily physical activity and progress towards their personal goal(s) and make refinements to activities and/or goals.

### 3.3 Fitness Standards

Novice	Intermediate	Advanced
MS.N.3.3: Demonstrate proper form with cadence of fitness exercises as defined by a health-related fitness assessment.	MS.I.3.3: Show progression toward the age and gender-specific, health-related fitness standards as defined by a health-related fitness assessment.	MS.A.3.3: Achieve and maintain the age and gender-specific, health-related fitness standards as defined by a health-related fitness assessment.

Level	Suggested Task
N-1	Students will demonstrate the proper form with cadence for 1-2 of the fitness exercises as defined by a health-related fitness assessment (e.g., push up, curl up, pacer, sit and reach, trunk lift, mile run).
N-2	Students will demonstrate the proper form with cadence for 3-4 of the fitness exercises as defined by a health-related fitness assessment.
N-3	Students will demonstrate the proper form with cadence for <i>all</i> of the fitness exercises as defined by a health-related fitness assessment.
I-1	Students will use an activity log to show heart rate/effort progression towards the age- and gender-specific, health-related fitness standards for 1-2 of the areas of assessment.
I-2	Students will use an activity log to show heart rate/effort progression towards the age- and gender-specific, health-related fitness standards for 3-4 of the areas of assessment.
I-3	Students will use an activity log to show heart rate/effort progression towards the age- and gender-specific, health-related fitness standards for <i>all</i> of the areas of assessment.
A-1	Students will achieve and maintain the age- and gender-specific, health-related fitness standards for at least 2 of the 5 components of fitness (i.e., cardiorespiratory endurance, flexibility, and muscular strength & endurance).
A-2	Students will achieve and maintain the age- and gender-specific, health-related fitness standards for at least 3 of the 5 components of fitness (i.e., cardiorespiratory endurance, flexibility, and muscular strength & endurance).
A-3	Students will achieve and maintain the age- and gender-specific, health-related fitness standards for at least 4 of the 5 components of fitness (i.e., cardiorespiratory endurance, flexibility, and muscular strength & endurance).

### 3.5 Fitness Participation

Novice	Intermediate	Advanced
MS.N.3.5: Demonstrate participation in health- related physical fitness activities outside of the physical education class.	MS.I.3.5: Apply regular participation in health- related physical fitness activities outside of the physical education class.	MS.A.3.5: Execute specific health-related physical fitness activities outside of the physical education class to improve personal fitness.

Level	Suggested Task
N-1	Students will participate in one activity for 30 minutes for recreation outside of physical education class as indicated on a weekly fitness log.
N-2	Students will participate in two activities for 30 minutes for recreation outside of physical education class as indicated on a weekly fitness log.
N-3	Students will participate in three activities for 30 minutes for recreation outside of physical education class as indicated on a weekly fitness log.
I-1	Students will choose health-related physical fitness activities to participate in two days a week for a total of 60 minutes outside of physical education class as indicated on a weekly fitness log.
I-2	Students will choose health-related physical fitness activities to participate in three days a week for a total of 90 minutes outside of physical education class as indicated on a weekly fitness log.
I-3	Students will choose health-related physical fitness activities to participate in 3-5 days a week for a total of 150 minutes. outside of physical education class as indicated on a weekly fitness log.
A-1	Students will participate in 150 minutes of weekly physical activity outside of physical education class and log rates of perceived exertion.
A-2	Students will participate in 150 minutes of weekly physical activity outside of physical education class and modify activities and/or intensity based on rates of perceived exertion.
A-3	Students will participate in 150 minutes of weekly physical activity outside of physical education class and modify activities and/or intensity to maintain the highest possible rate of perceived exertion.

## 4.2 Conflict Resolution

Novice	Intermediate	Advanced
MS.N.4.2: Demonstrate the skills needed to resolve conflicts. Example: display skills such as self-control, listening, compromising, cooperating, and negotiating.	MS.I.4.2: Apply the skills needed to resolve potential conflicts in physical activity settings.	MS.A.4.2: Execute a conflict-resolution strategy to resolve potential conflicts in a game or physical activity. Example: negotiates an acceptable penalty in a flag football game with the opposing team.

Level	Suggested Task
N-1	Students will identify skills needed to resolve conflicts during physical activity on an exit slip.
N-2	Students will demonstrate skills needed to resolve conflicts during game play/physical activity as observed and recorded by the teacher on a checklist <i>most</i> of the time (e.g., accepts decisions by the official during game play, apologizes for colliding during movement, etc.).
N-3	Students will display skills needed to resolve conflicts during game play/physical activity as observed and recorded by the teacher on a checklist <i>all</i> of the time (e.g., accepts decisions by the official during game play, apologizes for colliding during movement, etc.).
I-1	Students will apply conflict resolution actions to use while participating in and/or observing various physical activities.
I-2	Students will apply actions that reflect conflict resolution and respect for others <i>most</i> of the time while being assessed by a peer during participation in a physical activity.
I-3	Students will apply actions that reflect proper etiquette and respect for others <i>all</i> of the time while be assessed by a peer during participation in a physical activity.
A-1	Students will record ways to show encouragement, respect, and honesty during competitive activities within their daily/weekly journal.
A-2	Students will execute attributes such as honesty, encouragement, and respect <i>most</i> of the time during competitive activities as recorded by teacher on a behavior/record sheet.
A-3	Students will execute attributes such as honesty, encouragement, and respect <i>at all</i> times during competitive activities as recorded by teacher on a behavior/record sheet.

#### 4.4 Respect/Safety

Novice	Intermediate	Advanced
MS.N.4.4: Demonstrate the use of equipment appropriately and safely in physical activity settings.	MS.I.4.4: Apply equipment appropriately in physical activity settings and identify safety concerns associated with specific activities.	MS.A.4.4: Execute a method to use the equipment appropriately and foresee safety concerns associated with specific activities. Example: reminds others of the safety concerns of wearing a flag football belt improperly.

Level	Suggested Task
N-1	Students will safely manage equipment in a drill setting (e.g., warm-up drills, practice stations).
N-2	Students will safely manage equipment in a modified environment (e.g., selects the proper pass in close settings, 2v1, etc.).
N-3	Students will safely manage equipment appropriately in the game setting (e.g., hands ball to the official, does not throw the ball in anger).
I-1	Students will apply safety precautions while properly using equipment without any prompts.
I-2	Students will work safely with peers and equipment.
I-3	Students will use equipment independently, appropriately, and safely in an individual or group environment.
A-1	Students will complete a safety plan for using specific equipment and returning equipment to the proper storage area after use.
A-2	Students will follow the safety plan/procedures for use of equipment and its storage after use.
A-3	Students will execute the safety plan/procedures in a group setting for self and others while foreseeing any potential danger.

## 5.1 Enjoyment Promotion

Novice	Intermediate	Advanced
MS.N.5.1: Recognize how physical activity provides personal meaning and enjoyment.	MS.I.5.1: Seek and explore physical activity opportunities that provide personal meaning and enjoyment. Example: participate in organized sports for the joy of competition, ride a mountain bike to enjoy nature trails.	MS.A.5.1: Consistently seek and explore various physical activities that provide personal meaning and enjoyment. Example: research a hiking trail near the family's vacation destination and suggest for activity.

Level	Suggested Task
N-1	Students will participate in a teacher-led discussion of the connection between physical activity and personal meaning and enjoyment.
N-2	Students will verbally express the connection between physical activity and personal meaning and enjoyment through pair-share or small group discussions.
N-3	Students will keep a journal to express the connection between physical activity and personal meaning and enjoyment.
I-1	Students will develop a list of physical activities that would bring them personal meaning and enjoyment
I-2	Students will explore what physical activities the community offers that might provide personal meaning and enjoyment.
I-3	Students will make contact with community groups to further explore the physical activities offered.
A-1	Students will examine how they can make physical activity part of their weekly routine.
A-2	Students investigate how physical activity can be part of their daily routine.
A-3	Students will research various physical activity opportunities outside of the school setting that are enjoyable and relatable to their lives.

## 5.4 Active Lifestyle

Novice	Intermediate	Advanced
MS.N.5.4: Recognize the (affective) health benefits of a physically active lifestyle. Example: Acknowledges that positive relationships, personal satisfaction, self-esteem are benefits of physical activity	MS.I.5.4: Identify the (affective) health benefits of a physically active lifestyle. Example: Joins a running club in order to form new friendships, achieve a goal, or overcome an obstacle	MS.A.5.4: Consistently identify the various (affective) health benefits of a physically active lifestyle. Example: Regularly looks for opportunities to form new relationships, set new goals, embrace new challenges in various activities

Level	Suggested Task
N-1	Students will recognize that friendships can form through being active together.
N-2	Students will recognize ways self-esteem can be raised through physical activity.
N-3	Students will connect the value that physical activity provides for positive relationships, personal satisfaction, and/or building their self-esteem.
I-1	Students will choose a new exercise group in class that they have not worked with previously.
I-2	Students will identify how being physically active can help them achieve goals.
I-3	Students will identify how being physically active can help them overcome stress.
A-1	Students will establish the habit of moving to different groups to form new friendships.
A-2	Students will set a goal to always give their personal best in class.
A-3	Students will connect a physically active lifestyle to a way of managing stress.

### **Sample Assessments**

This section provides several sample assessments. These assessments were designed to be adaptable for a wide range of tasks and skills while ensuring data is collected in alignment with the intent of the grade level performance indicators. These assessments are intended to provide teachers and students with information to plan, modify and implement tasks that best suit the individual student. These assessments are examples of what a teacher could do but are not intended to be a requirement nor an exhaustive list.



## Middle Level Assessments

### Invasion Games

Using the criteria provided, for each setting (e.g., in a modified game), record the number of correct components a student demonstrates for each skill.

#### ***Basketball Performance Criteria***

Indicator 1.1	Dribbling	Passing	Shooting	Offensive Strategy	Defensive Strategy	Score
Demonstrates the basic skills and tactics used during a basketball game individually and with a partner.						
Executes the basic skills and tactics used in a modified game.						

**How to determine student current level of performance:**

**1-2 Skills/tactics performed with proper technique (Emerging)**

**3-4 Skills/tactics performed with proper technique (Spiraling)**

**5 Skills/tactics performed with proper technique (Must-know)**

**Basketball skills with the necessary criteria that will demonstrate students' knowledge of the proper technique.**

**Proper technique is defined as the execution of all criteria provided.**

#### **Hand Dribbling Criteria:**

- Uses finger pads and not the palm to ensure there is no slapping sound.
- Pushes the ball to the floor and receives on the rebound at a level between the knee and waist.
- Pushes ball out in front when on the move.
- Does not look at the ball (i.e., keep head up).
- Under control (e.g., ball does not get away, uses only one hand at a time, waist height).

#### **Passing Criteria:**

- Fingers are spread along the side of ball.
- Steps with the opposite foot towards receiver.
- Aims for receiver's chest area.

- Upon release, follows through with extended arms, turning palms outward with thumbs down creating backspin on the ball.
- Proper passing technique is used for chosen pass type (e.g., chest, bounce, overhead).

#### **Shooting Criteria:**

- Shooting hand starts on top of the ball, guide hand on the side.
- Is balanced- feet shoulder width apart, knees bent, chest/head up, shooting hand rotates to bottom of the ball, guide hand still on the side.
- Elbow in- shooting elbow points to the ground, tucked into the body and aligned with foot (ball, elbow, foot in straight line)
- Eyes focused on the front of the rim.
- Follow-through- shooting arm extends, snapping the wrist of the shooting hand downward (as if pretending to hang on the rim or waving bye to the ball).

#### **Offensive Strategy Criteria:**

- Faces the ball.
- Moves to open spaces.
- Moves to get the ball.
- Takes the highest percentage shot.

#### **Defensive Strategy Criteria:**

- In ready position facing your opponent.
- Knees are bent, hands are up.
- Always protects the goal.
- Positioned between the ball and the goal.
- Is aware of offensive players entering their area.

#### ***Basketball Standard 2 Assessment***

**Multiple Choice:** Choose the best answer.

1. What type of pass would be the best pass to use if you have a tall defender closely guarding you? **(2.2)**
  - a. Overhead
  - b. Down
  - c. Chest
  - d. Bounce

2. What pass gives the best control and is the most accurate pass? **(2.1)**
- a. Overhead throw
  - b. Lob pass
  - c. Chest pass
  - d. Baseball throw
3. What does it mean to maintain your balance while shooting a basketball? **(2.1)**
- a. Your weight is evenly distributed with your core tight and your feet shoulder-width apart.
  - b. You are entirely stationary when you are shooting.
  - c. You are shooting with both hands.
  - d. Your weight is on the balls of your feet so you can lean into the shot.
4. When dribbling a basketball, how should you hold your head and eyes? **(2.1)**
- a. Head down to see the ball.
  - b. Head down to view the feet of the defenders.
  - c. Head up with your eyes focused on the players and movement around you.
  - d. Head up with your eyes focused on who is on the sidelines.
5. When shooting a basketball, where should your hand placement be? **(2.1)**
- a. Both hands are on the side of the ball.
  - b. Both hands are on top of the ball.
  - c. Both hands are placed under the ball.
  - d. The dominant hand is centered on top of the ball with the other hand used as a guide.
6. When a defensive player arrives at a position and an offensive player makes contact, this is referred to as \_\_\_\_\_. **(2.1)**
- a. Double dribbling
  - b. Traveling
  - c. Charging
  - d. Blocking
7. What is it called when you keep one foot in place while moving the other? **(2.1)**

- a. Pivoting
- b. Planting
- c. Positioning
- d. Poising

8. What is the best way to defend against an opponent? **(2.1)**

- a. Face your opponent rather than the ball.
- b. Guard as closely as you can.
- c. Play your opponent always to the right of center.
- d. Maintain a distance between yourself and the basket.

9. The team that has possession of the ball is called the \_\_\_\_\_. **(2.1)**

- a. Defense
- b. Defenders
- c. Offense
- d. Shooters

10. What is it called when a player retrieves the ball after another player's shot? **(2.1)**

- a. Regain
- b. Turnover
- c. Jump Ball
- d. Rebound

11. What is it called when a player takes more than two steps with the ball? **(2.1)**

- a. Double dribble
- b. Traveling
- c. Blocking
- d. Carrying

**Short Answer:** Answer each question to the best of your ability in the space provided.

12. Explain what the important elements for a defensive player are when establishing position and guarding a moving offensive player. **(2.2)**
13. Provide an example of a previous skill you have learned that you could use during the game of basketball. **(2.5)**
14. Explain the importance of creating open space when you are on offense. **(2.2)**
15. Describe which components of fitness are addressed when actively participating in a game of basketball. **(2.4)**
16. Explain how you can apply the FITT principle into the physical activity of basketball. **(2.4)**
17. List one social and one emotional benefit that you received from participating in game play. Explain how you can use this experience to help you in the future. **(2.6)**
18. Explain why it is important for a defender to always stay between the basket and the offensive player. **(2.2)**
19. Describe the difference between a zone and man-to-man defense. **(2.2)**
20. Explain the correct steps for taking a consistent shot. Why is it important to develop these steps? **(2.1)**

***Standards 4 & 5***

**Instructions:** Check Yes or No for each of the following criteria. A student earns a “Yes” if they perform each indicator with no more than one off-task behavior. Mark the total of Yes/No at the bottom. This assessment can be used across all Physical Education Units.

Indicator	Criteria	Yes	No
4.1	The student works on tasks cooperatively within the group.		
4.2	The student responds appropriately and respectfully to corrective feedback from the teacher and/or classmates.		
4.3	The student interacts positively with others regardless of personal differences.		
4.4	The student is encouraging and supportive of all of their team members regardless of differences.		
4.4	The student uses equipment correctly and demonstrates safe play.		

Indicator	Criteria	Yes	No
5.1	The student demonstrates how physical activity provided them personal meaning and enjoyment.		
5.4	The student recognizes how being physically active can help them overcome stress.		
5.4	The student explains how physical activity positively impacts social interaction.		
	<b>Totals:</b>		

### ***Self-Reflection***

To be completed by students at the end of a lesson.

**Circle the response that best describes your basketball experience. Please explain your answer.**

1) How well do you believe your team cooperated with each other? **(4.1)**

1	2	3	4	5
Did not work well together	Some but not all team members work well together	Most but not all team members worked well together	All team members worked well together	All team members worked well together and provided support when needed

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2) Do you believe that you were a positive influence on your team? If so, give an example. If not, please explain why. **(4.1)**

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

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3) I would actively seek out an opportunity to play this sport outside of class. If not, explain. If you agree, what are some ways you believe that you could include this game into your lifestyle? **(5.1)**

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

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### Net/Wall Games

#### *Volleyball Assessment*

Using the criteria provided below and record the number of correct criteria a student demonstrates in the corresponding box below the skill.

Indicator 1.3	Setting	Passing	Serving	Hitting	Blocking	Score
Executes the basic skills and tactics used in a modified game.						

**Score Criteria:**

1-2 Skills performed with proper technique- Emergent

3-4 Skills performed with proper technique - Spiraling

All Skills performed with proper technique- Must Know

Volleyball skills with the necessary criteria that will demonstrate students' knowledge of the proper technique.

Proper technique is defined as the execution of all criteria provided.

**Setting Criteria:**

- Body positioned under the ball.
- Hands are ball-shaped, forming a triangle at forehead height.
- Elbows are out.
- Contacts the ball with finger pads.
- Knees are slightly bent with feet shoulder-width apart.
- Extends arms in an upward/outward motion.

**Passing Criteria:**

- Knees bent and feet shoulder-width apart with one foot slightly in front of the other.
- Platform created with arms by making a fist with the thumb pointing downward and wrapping the other hand around, being certain to align the thumbs together (i.e., fingers not laced together).
- Body moves with the flight of the ball and positioned squarely behind the ball with both feet on the ground.
- Ball contacted between the wrist and elbow of both arms at waist height.
- Ball is tracked with the eyes and aimed by following through towards the intended area to pass.

**Serving Criteria:**



- Ball starts in the non-dominant hand (i.e., hand opposite of striking hand).
- Foot opposite of the striking hand placed forward.
- Striking arm elbow is high and back behind the shoulder. The hand is next to the ear.
- Ball is underhand tossed 3-4 feet above head in front of body. The tossing arm is at full extension upon release.
- Ball is struck with an open hand pushing through the ball.
- Eyes remain on the ball through contact.
- Arm follows-through the ball with full extension.

**Hitting Criteria:**

- 4-step approach used with first step of foot on the same side of body as the hitting hand.
- Arms are held in front of the body and swing backwards on the 2nd step.
- Arms swing forward, creating momentum for jump.
- Hitting arm swings up and back with the elbow above the ear and the hand above the head.
- Ball is struck using a wide-open hand on the center of the top half of the ball. Snaps the wrist to follow through.
- Hitting arm swings totally through the ball, crossing over and ending on the opposite side of the body.

**Blocking Criteria:**

- Stands at the net with knees bent, feet shoulder-width apart.
- Arms are held up slightly in front of the body.
- At the proper time, body is lowered downward to create force needed to jump.
- Both arms extended so that hands are over the net.
- Arms pressed forward.
- Fingers are spread with the thumbs almost touching so that the ball does not cross between the hands.

### Volleyball Game Play Teacher Rubric:

Performance Tasks	Must Know-3	Spiraling-2	Emerging-1
MS.I.1.3: Applies the proper technique and position to properly perform a variety of shots in a modified game (e.g. utilizing the appropriate shot in volleyball-overhead pass or forearm pass based on position of teammates).	Applies proper skill choices with correct form during a modified game with accuracy at least 80-100% of the time.	Applies proper skill choices of shots with correct form during a modified game with at least 50-70% of the time.	Selects proper skill choices of shots with correct form during a modified game at least 10-40% of the time.
MS.A.1.3: Executes a strategic shot based on the desired outcome in a complex situation.	Varies placement of object with force and timing to prevent anticipation by the opponent in net/wall games.	Creates open space in net/wall games by varying force or direction to move an opponent side to side or back and forth.	Executes 2-3 different strategic shots during complex situations during net/wall games.

### *Standard 2 Volleyball Assessment*

Multiple Choice: Choose the **best** answer.

- Which is NOT one of the 3 hits used to successfully get the ball over the net? **(2.1)**
  - Toss
  - Pass
  - Set
  - Serve
- What part of your arm contacts the ball on a pass? **(2.1)**
  - Elbow
  - Bicep
  - Forearm
  - Tricep
- What skill is used to direct the ball to a point where a player can hit it in the opponent's court? **(2.2)**
  - Toss
  - Pass
  - Set
  - Serve

4. What are the most touches a team can have on their side before the ball must go over? **(2.2)**
  - a. 1
  - b. 2
  - c. 3
  - d. 4
5. What is a serve that is not returnable and ends in a point for the serving team called? **(2.2)**
  - a. Block
  - b. Ace
  - c. Dig
  - d. Return
6. What position on the court is a server? **(2.2)**
  - a. Left Front
  - b. Left Front
  - c. Right Back
  - d. Left Back
7. What is the skill used to handle the serve or an attack? **(2.1)**
  - a. Hit
  - b. Block
  - c. Set
  - d. Pass
8. When setting a ball, what part of the hands should contact the ball? **(2.1)**
  - a. Fingertips
  - b. Palms
  - c. Elbows
  - d. Fist
9. What is the skill used to hit the ball below the waist? **(2.2)**
  - a. Set
  - b. Pass
  - c. Serve

- d. Spike
- 10. True or False: a ball can be played off the net. **(2.2)**
  - a. True
  - b. False
- 11. When does a team rotate? **(2.2)**
  - a. Any time they want
  - b. When the serve returns to their team
  - c. When the other team serves
  - d. They don't have to rotate.
- 12. What direction does a team rotate? **(2.2)**
  - a. Clockwise
  - b. Counter Clockwise
  - c. Front line changes places with the back
  - d. They don't have to rotate.

**Short Answer:**

- 13. Explain the rule for determining if a ball is in- or out-of-bounds. **(2.2)**
- 14. Explain the rule for the amount of touches a player can make on the ball. **(2.2)**
- 15. Explain the importance of using all three touches when on offense. **(2.2)**
- 16. Describe how a “side out” is awarded. **(2.1)**
- 17. Describe the term “rally scoring”. **(2.1)**
- 18. In a correct serve reception to present an offensive attack, list the order of which players would hit the ball 1st, 2nd, and then 3rd. **(2.2)**
- 19. Explain how you can develop a plan to use volleyball to enhance your fitness level by applying the FITT principle. **(2.4)**
- 20. Explain how the 5 Components of Fitness can be achieved by playing volleyball. **(2.4)**

***Standards 4&5***

**Instructions:** Check Yes or No for each of the following criteria. A student earns a “Yes” if they perform each indicator with no more than one off-task behavior. Mark the total of Yes/No at the bottom. This assessment can be used across all Physical Education Units.

Indicator	Criteria	Yes	No
4.1	The student works on tasks cooperatively within the group.		
4.2	The student responds appropriately and respectfully to corrective feedback from the teacher and/or classmates.		
4.3	The student interacts positively with others regardless of personal differences.		
4.4	The student is encouraging and supportive of all of their team members regardless of differences.		
4.4	The student uses equipment correctly and demonstrates safe play.		
5.1	The student demonstrates how physical activity provided them with personal meaning and enjoyment.		
5.4	The student recognizes how being physically active can help them overcome stress.		
5.4	The student explains how physical activity positively impacts social interaction.		
	<b>Totals:</b>		

### *Self-Reflection*

**Circle the response that best describes your volleyball experience. Please explain your answer.**

1) How well do you believe your team cooperated with each other? **(4.1)**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Unsatisfactory	Needs Improvement	Fair	Worked Well Together	Displayed Teamwork

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2) Do you believe that you were a positive influence on your team? If so, give an example. If not, please explain why. **(4.1)**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

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3) I would actively seek out an opportunity to play this sport outside of class. If not, explain. If you agree, what are some ways you believe that you could include this game into your lifestyle? **(5.1)**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

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## Fitness

### *Healthy Fitness Monitoring Log*

Record your pre-test score for each Fitness subtest. Indicate whether or not you are currently in the Healthy Fitness Zone (HFZ) based on your age and gender. You will need to complete the below questions and develop SMART goals in order to improve your level of fitness on the post-test.

Fitness subtest	Pre-Test Score	HFZ Met	If no, amount needed to reach your HFZ?	Post-Test Score	HFZ Met	Improved	Did you meet your goal?
Pacer		Yes No			Yes No	Yes No	Yes No
Push Ups		Yes No			Yes No	Yes No	Yes No
Curl Ups		Yes No			Yes No	Yes No	Yes No
Sit and Reach		Yes No			Yes No	Yes No	Yes No
Trunk Lift		Yes No			Yes No	Yes No	Yes No
Mile Run		Yes No			Yes No	Yes No	Yes No

### *Standard 2 Fitness Assessment*

#### Cognitive Formative Fitness Quiz

1. Explain why all 5 Components of Fitness are important when looking at a person's physical fitness level. (2.4)

2. Define what it means to be flexible. Describe how you would train to increase your flexibility. **(2.4)**
3. Your classmate has come to you for help in setting up a personal exercise plan. Using the FITT principle, draw out an exercise plan for them. **(2.4)**
4. Based on your Fitnessgram pretest score, write a SMART goal for one area of fitness you would like to improve. **(2.4)**
5. Explain the difference between the terms *muscular strength* and *muscular endurance*. **(2.4)**
6. List 3 ways that exercise and/or physical activity can provide personal meaning and enjoyment outside of the physical benefits. **(2.5)**

**Match the terms with their meanings: (2.5)**

- |                             |  |
|-----------------------------|--|
| 7. Cardiovascular           | a. The limit upon which your heart rate needs to go.                               |
| 8. Target Heart Rate        | b. The ability of the heart/ lungs to work together to deliver oxygen to the body. |
| 9. Rate of Perceived Effort | c. A scale used to measure how hard you are exercising.                            |
| 10. Maximum Heart Rate      | d. The rate at which you should exercise to enjoy the maximum benefits.            |

***Standards 3 Fitness Assessment***

**SMART Personal Fitness Goals**



After evaluating your fitness level, use the SMART criteria below to set a personal fitness goal for improvement for two health-related fitness components. One of the two fitness components should be cardiovascular.

There are four kinds of goals:

1. Short-term goal = goal that can be completed in one week and up to a month.
2. Long-term goal = goal that can be completed in several months
3. Process goal = goal that focuses on behavior (e.g., I will walk to school three days this week)
4. Product goal = goal that focuses on results or outcomes (e.g., I want to increase my vertical jump by 3 inches)

Process goals are best when developing short-term goals and product goals are best when developing long-term goals. If you create short-term product goals, you set yourself up for failure because you typically need more time to make physical changes to your body. For instance, walking to school three days a week is short-term because I can start doing that immediately and accomplish that goal. However, wanting to increase my vertical jump by 3 inches will not happen immediately, as physiological changes must take place over time for this to happen. Process goals often are the steps to achieve a product goal. If my product goal is to reduce my mile time by 30 seconds, a process goal that will assist with achieving that is to run a mile at least 3 days a week.

### **What are SMART goals?**

Specific - Your goal should be specific and detailed based on what you want to achieve.

Measurable - You should be able to assess or evaluate your goals to determine if you have been successful.

Achievable - Your goals should push you past your comfort zone but should still be attainable. Identifying whether your goal is a process goal or product goal is important when determining how attainable that goal is for you.

Relevant/Realistic - Your goals should be important to you and the outcome should impact your life in some way. What positive changes do you want for your physical health?

After evaluating your fitness level, use the SMART criteria below to set a personal fitness goal for improvement for each health-related fitness component.

<b>Fitness Test</b>	<b>What is your goal for the post-test? What score do you plan to get next time?</b>
<b>Pacer/Mile Run</b>	
<b>Curl up</b>	
<b>Push up</b>	
<b>Sit and Reach</b>	
<b>Trunk Lift</b>	

<b>Component</b>	<b>What steps are you planning to take to meet the above goal?</b>
<b>Cardiovascular</b>	
<b>Muscular Strength</b>	
<b>Muscular Endurance</b>	
<b>Flexibility</b>	

\*\*\*\*Note to teacher, due to middle school students experiencing multiple body changes and tremendous growth during the 3 years they are here, we do not put an emphasis on body composition and BMI. Focus should be placed on developing healthy habits of exercise, healthy eating choices, good sleep to balance hormones, etc. Healthy eating choices are addressed but an overemphasis of relating body size to eating habits is not made since we are not dealing with completed body growth.

### **Weekly Activity Log (3.1)**

	What I did	How long I did it	How hard I worked (RPE Scale)	My starting heart rate	My ending heart rate	Target heart rate reached Yes or No	What other health benefit did I experience today
Day 1							
Day 2							
Day 3							
Day 4							
Day 5							
Day 6							
Day 7							

Explain how you participated in activity outside of school. If you did not participate in activity outside of school, what can you do differently to ensure this happens? **(3.6)**

What opportunities for participating in an activity of interest to you are offered in your community? **(3.2)**

Explain how a community event that you participated in or plan to participate in relates to one or more of your SMART goals. **(3.2)**

Identify the component/s of fitness you work on this week and how much effort you applied to each? (e.g., I worked on cardiovascular fitness by running a mile with max effort.) **(3.3)**

\*\*\* Note to teacher: FITT Principle, Heart rate retrieval, Target Heart Rate, and Rate of Perceived Effort will need to be taught prior to administering activity logs. Activity logs can be used for the entirety of the unit. Activity logs can be used during any unit to show students that activity done at the proper level aids in the promotion of their fitness level.

### Effort Scale:

Heart rate during exercise	How different intensity of effort will make you feel
60-110	No effort to little effort. Easy to maintain and keep going. Not a level to remain in if your goal is to be fit. (e.g., at rest to a brisk walk).
120-160	You start to notice you are working. You may or may not be able to sustain a conversation as you arrive and maintain the upper level. You experience heavy breathing, possible perspiration, and a weighted feeling. This is a good level to be at if you are desiring to achieve and maintain a healthy level of fitness.
170+	Strenuous exertion. You may or may not be able to sustain activity for a long period of time depending on your level of fitness. You have arrived at a high level of training that is common in athletes.

### Standards 4 & 5 Fitness Assessment

**Instructions:** Check Yes or No for each of the following criteria. A student earns a “Yes” if they perform each indicator with no more than one off-task behavior. Mark the total of Yes/No at the bottom. This assessment can be used across all Physical Education Units.

Indicator	Criteria	Yes	No
4.1	The student works on tasks cooperatively within the group.		
4.2	The student responds appropriately and respectfully to corrective feedback from the teacher and/or classmates.		

Indicator	Criteria	Yes	No
4.3	The student interacts positively with others regardless of personal differences.		
4.4	The student is encouraging and supportive of all others regardless of differences in performance, gender, or body types.		
4.4	The student executes activities safely and responsibly.		
5.1	The student demonstrates how physical activity provided them personal meaning and enjoyment.		
5.4	The student recognizes how being physically active can help them overcome stress.		
5.4	The student explains how physical activity positively impacts social interaction.		
	<b>Totals:</b>		

### *Self-Reflection*

**Circle the response that best describes your fitness experience. Please explain your answer.**

1) Heredity plays a role in fitness testing. **(4.3)**

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

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2) The exercise/physical activity I did during this unit improved my overall daily feeling. **(5.4)**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

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3) I would actively seek out regular activities in order to achieve and maintain fitness. If not, explain. If you agree, what are some ways you believe that you could include exercise into your lifestyle? **(5.1)**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

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