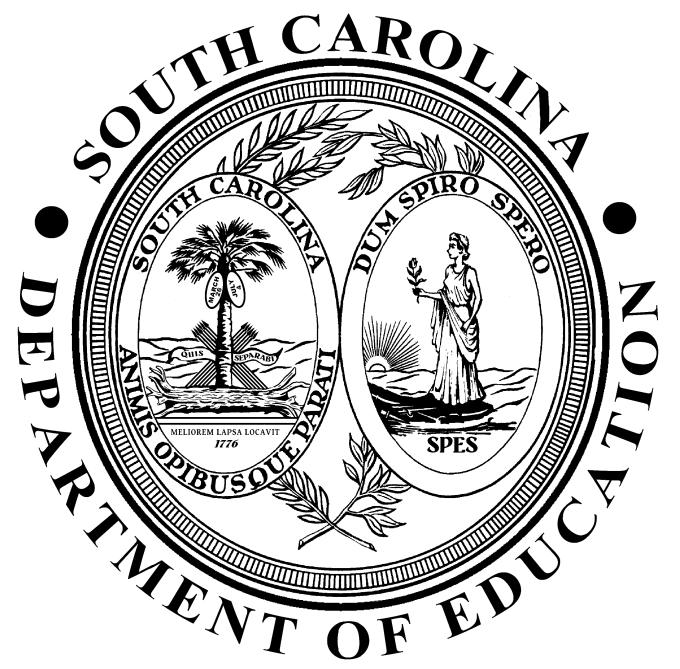
**State of South Carolina**

**DEPARTMENT OF EDUCATION**

**Ellen E. Weaver**

*State Superintendent of Education*



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

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# 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.

# High School Assessments

## Fitness

**Complete a personal fitness portfolio that includes:**

1: a Fitness Testing Assessment Report (Pre and Post) Collected at the beginning and end of the unit.

2: setting a SMART goal for 4 health-related fitness components, including cardio.

3: a personal fitness plan for 4 health-related fitness components.

4: an activity log to monitor progress.

* Include an introduction with:
  + 3 activities that you could participate in outside of school that would be beneficial to your health.
  + 3 or more activities that you participated in this past week that would be beneficial to your health.
  + The levels or rates of perceived exertion and why it is important to listen to your body.
* Include a Skill Analysis:
  + Choose a fitness activity (ex. Bench press, Pilates, cycling run, etc.) that you will use to build strength, endurance, and/or flexibility.
  + Apply the FITT Principle to improve performance results. How did you safely challenge or push yourself in the activity to get to the next level?

5: researching and summarizing 3 community events that could address health-related fitness.

6: training for and participate in a community event that would address a health-related fitness component (e.g., 5k, cycling event, dance performance, etc.);

* **Extra Credit:** Working with one or more classmates, create a community event that focuses on physical activity that other students can train for and participate in.

7: a list of 4 or more community resources or facilities that are available for your use as you implement your fitness plan.

8: a reassessment to determine if the goal has been achieved;

9: a reflection that includes information concerning:

* The Success of your plan and changes that would improve the effectiveness.
* The technology that was used to support your fitness plan.
* Any relationship you witnessed connecting active living and positive outcomes.
* How regular physical activity impacted your academic performance.
* How physical activity impacted your mental health.
* 3 examples of how physical activity provided enjoyment, social interaction, challenges and/or personal meaning.

**Criteria for Competence**

1. All parts of the portfolio are included (i.e., fitness scores, goal setting, improvement plan and record of activity, re-assessment, and reflection).

2. Most information in each section is accurate, appropriate, and complete.

3. Record of activity has the potential to meet the goals as stated.

**Critical Aspects of Performance**

Critical to this project are the match between present scores, what the student chooses as goals, the plan they design to reach those goals, and the reflection as to why goals were or were not met.

**Directions to Student**

You will be asked to develop a personal fitness program to increase a health-related fitness component that is important to you. You will need to set a reasonable and achievable goal that you are willing to work on until your goal is achieved. You will develop a plan to achieve your goal and a record of what you have done to achieve those goals. You will first self-assess your current health-related fitness levels. Based on those scores, you will decide the health-related fitness component you want to improve. I will help you set a SMART goal and create a plan before you begin. Then you will begin keeping a record of what you do to achieve that goal over a specified period of time.

**Directions for Teacher**

The teacher needs to allocate time for self-testing at the beginning of the unit/year/semester. Students cannot set goals or develop a plan until they have been taught how to develop the health-related components of fitness. Make sure students set achievable goals. Allow time to repeat the self-test of fitness at the end of the unit. The portfolio can become part of a unit of instruction or be implemented throughout the semester or year as one part of a comprehensive physical education program.

**SC State Standards Addressed**

HS.N.1.3, HS.I.1.3.A, HS.I.1.3.B. HS.A.1.3, HS.N.2.2, HS.I.2.2. HS.A.2.2, HS.N.2.3, HS.I.2.3, HS.A.2.3, HS.N.2.4, HS.I.2.4, HS.A.2.4, HS.N.3.1, HS.I.3.1, HS.A.3.1, HS.N.3.2, HS.I.3.2.A, HS.I.3.2.B, HS.A.3.2.A, HS.A.3.2.B, HS.N.3.3, HS.I.3.3, HS.A.3.3, HS.N.3.4, HS.I.3.4, HS.A.3.4

**Fitness Portfolio**

**Part 1: Assess Fitness Level**

You will complete five health-related fitness tests. You will complete a pre-assessment for each component of health-related fitness and then a post-assessment. The post-assessment should follow a minimum of three weeks (6 weeks preferred) of regular participation in activities designed to improve the health-related component of fitness assessed. More specifically, you should follow an activity plan using the frequency, intensity, time and type (FITT) formula for each component of health-related fitness.

| Health-Related  Fitness Component | Fitness Assessment | Scores | Healthy Fitness Zone?  (for your age and gender) |
| --- | --- | --- | --- |
| Aerobic capacity or cardiorespiratory endurance |  |  |  |
| Muscular strength and endurance – Upper body |  |  |  |
| Muscular strength and endurance – Lower body and abdominals |  |  |  |
| Flexibility |  |  |  |

**Part 2: Write a SMART Personal Fitness Goal**

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 should be cardio)

There are four kinds of goals:

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

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, 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.

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?

Write your goal here:

Fitness Goal #1 (Cardio)

Fitness Goal #2

| **Health-Related Fitness Component** | **Goal** |
| --- | --- |
| Cardiorespiratory Endurance |  |
|  |  |
|  |  |
|  |  |
|  |  |

Example:

| **Health-Related Fitness Component** | **Goal** |
| --- | --- |
| Cardiorespiratory Endurance | Goal 1: Improve my PACER test results by 5 laps within 4 weeks (product goal) |
| Muscular Strength and Endurance (upper body) | Goal 2: Complete 5 more push ups after 3-weeks of upper body muscle fitness activity (product goal). |
| Muscular Strength and Endurance (abdominals & lower body) | Goal 3: Perform 10-20 sit-ups every morning for the next two weeks (process goal that can increase abdominal endurance) |
| Flexibility | Goal 4: Improve my sit-and-reach score by 1 inch in the post-test (product goal) |
| Body Composition | Goal 5: Eliminate all sugary-sweetened drinks from my diet for two weeks (process goal). |

## Rubrics

**Skills Application Rubric**

| **Standard** | **Emerging** | **Spiraling** | **Must Know** |
| --- | --- | --- | --- |
| **HS.N.1.1**  Demonstrate the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. | Students will demonstrate offense and defense in an activity of their choice. | Students will demonstrate at least 2 offensive and defensive skills/tactics in an activity of their choice. | Students will demonstrate at least 3 offensive and defensive skills/tactics in an activity of their choice. |
| **HS.I.1.1**  Apply the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. | Students will referee fouls or scoring in 2 or more lifetime activities. | Students will referee scoring and fouls in 2 or more lifetime activities. | Students will self-referee fouls and scoring in 2 or more lifetime activities. |
| **HS.N.3.1**  Apply strategies in monitoring daily participation to promote physical activity. | Students will apply a strategy in monitoring daily participation. | Students will actively monitor with daily participation through journaling each day for a week. | Students will monitor their daily participation using a strategy of their choice, that they can use on their own outside of school as well. |
| **HS.I.3.1**  Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity. | Students will calculate their heart rate 1 time during class. | Students will calculate their heart rate 2 times during class and make adjustments as needed. | Students will calculate their heart rate at least 3 times during class and make adjustments as needed. |
| **HS.A.3.1**  Apply technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits. | Students will use 1 form of technology during their choice activity (e.g., phone, Chromebook, heart rate monitor, fitness tracker, and video). | Students incorporate 2 forms of technology during their choice activity (e.g., phone, Chromebook, heart rate monitor, fitness tracker, and video). | Students will incorporate 3+ forms of technology during their choice activity (e.g., phone, Chromebook, heart rate monitor, fitness tracker, and video). |
| **HS.I.5.3**  Select and participate in physical activities or dance that meet the need for self-expression and enjoyment. | Students will participate in at least 1 activity or dance of their choice for self-expression and enjoyment less than 60% of the time. | Student will participate with peers in 1 activity or dance of their choice for self-expression and enjoyment 61-80% of the time. | Students will participate with peers in 1 activity or dance of their choice for self-expression and enjoyment 81-100% of the time. |

**Teamwork Rubric**

| **Standard** | **Emerging** | **Spiraling** | **Must Know** |
| --- | --- | --- | --- |
| **HS.N.4.2**  Apply the skills needed to resolve potential conflicts in physical activity settings. | Students will apply 1 strategy to use for resolving conflicts during physical activity. | Students will apply 2-3 strategies to resolve conflicts during physical activity. | Students will apply 4 or more strategies to resolve conflicts during physical activity. |
| **HS.I.4.2**  Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. Example: spirit of the game, following rules. | Students will be positive team members to the team less than 59% of the time by: encouraging, motivating, and actively including all team members/partners. | Students will be positive team members to the team 60% -79% of the time by: encouraging, motivating, and actively including all team members/partners. | Students will be positive team members to the team at least 80% of the time by: encouraging, motivating, and actively including all team members/partners. |
| **HS.I.4.3**  Create strategies for including persons of diverse backgrounds and abilities in group physical-activity settings. | Students will create a modification of the group activity to include successful participation and inclusion for those with diverse backgrounds and abilities. | Students will create 2-3 modifications of the group activity to include successful participation and inclusion for those with diverse backgrounds and abilities. | Students will create 4 or more modifications of the group activity to include successful participation and inclusion for those with diverse backgrounds and abilities. |
| **HS.A.4.3**  Design and apply strategies for including persons of diverse backgrounds and abilities in group physical-activity settings. Example: Invites less- skilled students to participate in a warm-up activity prior to class. | Students will design and apply a modification of the group activity to include successful participation and inclusion for those with diverse backgrounds and abilities during the unit. | Students will design and apply 2 modifications of the group activities to include successful participation and inclusion for those with diverse backgrounds and abilities during the unit. | Students will design and apply (3 or more) modifications of the group activities to include successful participation and inclusion for those with diverse backgrounds and abilities during the unit. |
| **HS.A.4.4**  Assume a leadership role in a physical activity setting to help advocate successful participation. Examples: conflict resolution skills, decision making, proposing rules/modifications. | Students will demonstrate leadership throughout the unit: encouraging, motivating, and actively including all team members/partners less than 70% of the time. | Students will demonstrate leadership throughout the unit: encouraging, motivating, and actively including all team members/partners 71-85% of the time. | Students will demonstrate leadership throughout the unit: encouraging, motivating, and actively including all team members/partners at least 86% of the time. |

**Sportsmanship Rubric**

| **Standard** | **Emerging** | **Spiraling** | **Must Know** |
| --- | --- | --- | --- |
| **HS.A.4.2**  Examine and adhere to moral and ethical conduct in specific competitive situations by displaying positive disposition. | Students will work towards positive interactions at least 60 -79% of the time with the opposing team/opponents including: game etiquette, proper language, winning/losing appropriately. | Students will demonstrate positive interactions at least 80% of the time with the opposing team/opponents including: game etiquette, proper language, winning/losing appropriately. | Students will use intentionality to demonstrate positive interactions at least 81% of the time with the opposing team/opponents including game etiquette, proper language, winning/losing appropriately. |
| **HS.N.4.3**  Recognize the diverse characteristics of participants in physical activity. Example: Participates in activities with classmates of different backgrounds. | Students will participate with a diverse group of peers less than 50% of the time. | Students will participate with a diverse group of peers less than 51-75% of the time. | Students will participate with a diverse group of peers more than 75% of the time. |
| **HS.N.5.1.A**  Recognize how physical activity provides personal meaning and enjoyment. | Students will identify 1 way physical activity provides personal meaning or enjoyment *or* identify at least 1 benefit from fitness, collaboration or cooperative activity. | Students will identify 1 way physical activity provides personal meaning or enjoyment *and* identify at least 1 benefit from fitness, collaboration or cooperative activity. | Students will identify 2-3 ways physical activity provides personal meaning or enjoyment *and* identify at least 3 benefits from fitness, collaboration or cooperative activity. |
| **HS.I.5.2**  Utilize strategies to cope in a positive way to challenges in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks. | Students will demonstrate at least 1 positive coping strategy to deal with challenges experienced in class tasks. | Students will demonstrate at least 2 positive coping strategy to deal with challenges experienced in class tasks. | Students will demonstrate at least 2 positive coping strategy to deal with challenges experienced in class tasks *and* students will demonstrate value in playing, not winning or losing. |