

**Delaware Recommended Curriculum - PHYSICAL EDUCATION**

**Grade Cluster Expectations**

**Big Idea – Enduring Understandings - Essential Questions - Knowledge/Skills - Exit Tasks**

**BIG IDEA:** Fit for Life

**OVERARCHING ENDURING UNDERSTANDINGS:**

*Upon graduation, students will understand that ...*

- competency in movement contributes to becoming Fit for Life (Standard 1)
- application of movement concepts and principles enhances performance (Standard 2)
- regular participation in physical activity contributes to becoming Fit for Life (Standard 3)
- achieving and maintaining a health enhancing level of personal physical fitness contributes to becoming Fit for Life (Standard 4)
- engagement in Physical Education contributes to the development of responsible social behaviors (Standard 5)
- Physical Education and outside physical activity provides opportunities for self-expression and social interaction that can be enjoyable, challenging and fun throughout a lifetime (Standard 6)

**OVERARCHING ESSENTIAL QUESTIONS:**

- How do you become Fit for Life?
- What is the effect of understanding and applying concepts and principles of movement?
- What are the inter-relationships among health, fitness, physical education, and physical activity?
- What is responsible social behavior?

**KNOWLEDGE (Concepts) AND SKILLS (Skills):**

<p><b>Students will understand ... (C)</b></p> <ul style="list-style-type: none"><li>- the importance and benefits of physical activity</li><li>- principles and concepts of movement</li><li>- how regular participation in physical activity contributes to becoming Fit for Life</li><li>- participation in physical activities requires using positive, social behaviors</li></ul>	<p><b>Students will be able to ... (S)</b></p> <ul style="list-style-type: none"><li>- create, implement and adapt a plan to become Fit for Life</li><li>- perform fundamental and specialized motor skills</li><li>- work and play using positive social behaviors</li><li>- apply principles of movement and tactical strategies during physical activity</li><li>- participate in healthful, physical activity that provides personal satisfaction</li></ul>
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## GRADE CLUSTER EXPECTATIONS:

### STANDARD 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

#### Grade Cluster Expectations – K-2

<b>Understandings:</b> Students will understand that.... <ul style="list-style-type: none"> <li>• Physical Activity involves using movement and motor skills</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are ways to move?</li> <li>• What are physical activities?</li> </ul>
Students will know.... <ul style="list-style-type: none"> <li>• Fundamental characteristics of motor skills (locomotor &amp; non-locomotor/manipulative.)</li> <li>• Space is both personal and general</li> <li>• Relationships with people and objects are an integral part of physical activity</li> <li>• Physical activity contributes to your overall good health</li> </ul>	Students will be able to ... <ul style="list-style-type: none"> <li>• Perform/demonstrate fundamental characteristics of motor skills.</li> <li>• Actively participate in movement activities with self and others</li> <li>• Move safely through space with self and others in changing environments</li> <li>• Associate specific physical activities or movements with specific health concepts</li> </ul>
<b>Stage 2: Assessment Evidence</b>	
Exit Tasks A & B meet this standard <b>Exit Task A K-2</b> Your Physical Education teacher wants to play “Imagine If”. In this game you imagine that it is winter and your friends cannot play outside. Then you imagine that today is the first day of spring and you will finally be allowed to play outside! You begin to imagine all the fun you can have. First you imagine what you will do by yourself when you get outside. Then you begin to think about what you and your best friend can do outside together. Finally you imagine what you and all of your friends could do together outside in the warm sunshine. Now your teacher wants you to actually demonstrate the different movements you could do if you were by yourself, if you were with a friend and if you were with lots of people. You should also be able to explain why you chose the movements you did.  <b>Exit Task B K-2</b> Next week is the school open house and you are going to be in the gym showing off what you have learned about being healthy to the parents who are visiting. Your teacher has decided that there will be different stations set up in the gym for students to “show their stuff”. One station will demonstrate activities that help build up the heart muscle. Another station will have students doing activities that work on their flexibility and a third station will be all about working on muscular fitness.  In order to be picked to help out that night you have to show that you know what to do at each station and how to answer the following questions about the station.	<b>Other evidence:</b>  Psychomotor Performance tasks including use of Non-manipulative: <ul style="list-style-type: none"> <li>• Turning, twisting, rolling, balancing, jumping and landing, transfer of weight, stretch and curl.</li> </ul> Manipulative: <ul style="list-style-type: none"> <li>• Throwing, striking, catching, trapping, kicking, dribbling, volley/tapping.</li> </ul> Locomotors: <ul style="list-style-type: none"> <li>• Walking, running, hopping, jumping and landing, skipping, galloping, chasing, fleeing, dodging.</li> <li>• Find space (self and general), spread out, move safely to new space, engage in activities, and repeat movements – amount of time to sustain movements.</li> <li>• Rhythmic patterns</li> <li>• Recognize movements (characteristic)</li> </ul> Cognitive <ul style="list-style-type: none"> <li>• Tell/verbalize movement experience</li> <li>• Verbalize what the health related components of fitness are</li> <li>• Match a physical activity with a health related component of fitness</li> <li>• Correctly respond to homework assignments/worksheets</li> </ul> Affective <ul style="list-style-type: none"> <li>• Self reflect on participation/knowledge/personal interactions with others</li> </ul>

<p>What two activities will you demonstrate at each station for the parents to see?          What are other activities you could do at each station?          If a parent asked you how fit you were what would you say.</p>	
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**STANDARD 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

**Grade Cluster Expectations – 3-5**

<b>Understandings:</b>	<b>Essential Questions:</b>
<p>Students will understand that.....</p> <ul style="list-style-type: none"> <li>Physical Activity involves using movement and motor skills throughout your life.</li> </ul>	<ul style="list-style-type: none"> <li>How does movement relate to the games I play?</li> </ul>
<p>Students will know....</p> <ul style="list-style-type: none"> <li>Advanced characteristics of motor skills</li> <li>Spatial awareness of self and others</li> <li>Safety in movements</li> <li>Personalized movements for success</li> <li>They have choices in the movements they make</li> <li>Differences between Competitive and non-competitive activities</li> <li>Cooperation as it pertains to success in movement</li> <li>Groups behave differently in different movement activities.</li> <li>The health related components of fitness</li> <li>Specific movements for specific health related components of fitness</li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>Perform and demonstrate advanced characteristics of motor skills.</li> <li>Demonstrate spatial awareness in self and others.</li> <li>Move safely through general and self space.</li> <li>Apply movement in challenging context with self, and another person or groups of people</li> <li>Recognize competitive activity from cooperative activity</li> <li>Perform and develop cooperative activities</li> <li>Participate cooperatively in competitive and non-competitive activities</li> <li>Explain the importance of maintaining a healthy body</li> <li>Logically connect health related components of fitness with specific movements</li> </ul>

**Stage 2: Assessment Evidence**

<p>Exit Task A &amp; B meet this standard</p> <p>Exit Task A 3-5          You and a group of friends have been hired by Nike. Your group has been asked to develop a game for other elementary school students. This game must have rules and safety procedures and use only two pieces of equipment. The game must require players to cooperate with each other for the game to be successful. All group members must contribute to the design of the game. Once you have designed your game, Nike wants you to actually play the game with your class. Once you are done playing each group member must report back their thoughts and feelings on how successful the game was in meeting the objectives of designing a safe game that</p>	<p>Other evidence:</p> <p><b>Psychomotor</b></p> <ul style="list-style-type: none"> <li>Create, analyze, and synthesize movement patterns into new games.</li> <li>performance activities with others using a variety of movement activities</li> <li>Self and Peer assessments-performing critical elements of skills</li> </ul> <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>Written tests/quizzes/homework assignments</li> <li>Entrance/exit slips/worksheets</li> <li>Oral discussions</li> <li>Self and Peer assessments-assessing self and others for</li> </ul>
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<p>requires all students to participate in a cooperative manner.          You may use the following questions to write your report:</p> <ol style="list-style-type: none"> <li>1. Explain how you contributed to the creation of the game. How do you feel about your contribution to the game?</li> <li>2. Write about what made your game successful or not successful? How did you feel about the outcome?</li> <li>3. Would you play this game again? Explain your reasons.</li> </ol> <p>Exit Task B 3-5          You want to apply to be a contestant on the TV show “Are you smarter than a 5<sup>th</sup> grader?” In order to decide who will be on the show the producers ask you to answer a few questions ahead of time. You are very excited because your question is about fitness and you know all about it from your Physical Education classes. Your task is to answer the question to the best of your ability so hopefully you will be selected to be on the show!          Your Question is: If you had a friend who knew nothing about being and staying fit, what information and examples could you provide that would increase their understanding of being fit for their life?          Create one example of a fitness plan that your friend could use to improve their fitness levels.          Be prepared to explain your answer to the producers and to explain why you think it is the best answer of all that they received.</p>	<p>correct performance of critical elements of skills</p> <p>Affective</p> <ul style="list-style-type: none"> <li>• Self assessments/reflections of</li> <li>• Journals</li> <li>• Teacher observation of willingness of student to work with a variety of partners/peers</li> </ul>
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**STANDARD 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

Grade Cluster Expectations – 6-8	
<p><b>Understandings:</b></p> <p>Students will understand that....</p> <ul style="list-style-type: none"> <li>• Physical Activity involves using movement and motor skills throughout your life.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What ways can I use physical activities throughout my life?</li> </ul>
<p>Students will know....</p> <ul style="list-style-type: none"> <li>• Mature movement forms &amp; patterns.</li> <li>• A variety of sports, dance, and outdoor activities.</li> <li>• The health-related components of fitness.</li> <li>• Applying the FITT components to physical activity will increase an individual’s fitness level</li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>• Perform basic sports skills (i.e. dribble, pass, shoot, serve, kick).</li> <li>• Perform basic tactics of sports activities (risks, strategies, positioning).</li> <li>• Design and perform aerobic activities (dance, fitness</li> </ul>

<ul style="list-style-type: none"> <li>• That each individual participates at a level of skill that is challenging yet allows for success</li> </ul>	<p>routine).</p> <ul style="list-style-type: none"> <li>• Use and apply the FITT concepts in a variety of activities.</li> <li>• Transfer fundamental motor skills to a variety of activities safely.</li> <li>• Recognize the difference in skill levels and participate accordingly.</li> </ul>
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Stage 2: Assessment Evidence

<p>Performance tasks: Exit Tasks A &amp; B will meet this standard</p> <p>Exit Task A You are a student at Be Strong Middle School. One day in Physical education class your teacher mentions that the past few games your class has played have not worked out well for the entire class and asks for your help. Your goal is to take an <u>existing</u> sport or activity and re-design it to insure that it meets the needs of all the students in your class.</p> <p>Your group should first select a game or activity that either has been played in class or that you would like to play in class. Your group should know all the basic rules of the game, the number of players involved, how a winner is decided and what equipment is needed. Next, decide what modifications you need to make to the game so that every student has meaningful and successful participation in the game.</p> <p>Once your group has made all the modifications you will present your modified game (written and orally) to the rest of the class and get their feedback. After you have gotten feedback, as a group, again make any necessary changes to the game.</p> <p>Once you are happy with your new game you will have the class play it. Your group will provide directions to the game and actively monitor play.</p> <p>After the game is over, each group member will write a reflection on the changes that were made to the game and if the changes worked for the class. The reflection discusses how thoughtful the group was in making appropriate changes to the game and if the changes ended up making everyone who played feel that they made a meaningful contribution to the game while having fun playing.</p> <p>Exit Task B Develop own fitness plan (5 health-related components of fitness)</p> <p>You are an 8<sup>th</sup> grade student in the Delaware Public</p>	<p>Other evidence:</p> <p>Psychomotor</p> <ul style="list-style-type: none"> <li>• Successful performance of sports, dance, movement skills and patterns</li> <li>• Peer/self assessment of motor skill performance</li> <li>• Demonstrate critical elements of a skill</li> <li>• Match movements to rhythms</li> </ul> <p>Cognitive:</p> <ul style="list-style-type: none"> <li>• Create, analyze, and synthesize movement patterns into new games.</li> <li>• Peer/Self assessment recognizing the critical elements of a skill</li> <li>• Successful completion of homework/worksheets.</li> <li>• Written quizzes</li> <li>• Written reports on variety of related topics</li> </ul> <p>Affective</p> <ul style="list-style-type: none"> <li>• Self evaluation, comfort-level.</li> <li>• Interact effectively with others in a participatory performance</li> <li>• Self reflection journals</li> </ul>
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<p>School System and you have just received your results from the “Fitnessgram” physical fitness test. The Institute for Healthy Young Adults is interested in seeing if youth of today are able to plan healthy lifestyles for themselves. You have been selected to participate in their study. Using your personal “Fitnessgram” test results, you have been asked to develop a fitness plan that is intended to improve all health-related components of fitness that were not shown to be within your healthy fitness zone (HFZ) while also maintaining any health-related components of fitness that may currently be within the healthy fitness level.</p> <p>Your plan should:</p> <ul style="list-style-type: none"> <li>-Be a one week plan that could be repeated until a change is needed.</li> <li>-Include at end a list of 4 possible ways you could change your program based on the FITT components.</li> <li>-Must be presented and explained to a review board from the Institute (your teacher and at least two peers)</li> </ul>	
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**STANDARD 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

Grade Cluster Expectations – 9-12	
<p>Understandings:</p> <p>Students will understand that.....</p> <ul style="list-style-type: none"> <li>• Physical Activity involves using movement and motor skills throughout your life.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How do I make motor skills and physical activity an integral part of my life?</li> </ul>
<p>Students will know....</p> <ul style="list-style-type: none"> <li>• Mature movement forms &amp; patterns.</li> <li>• A variety of sports, dance, and outdoor activities.</li> <li>• The health-related components of fitness.</li> <li>• Recognize the difference in skill levels and participate accordingly.</li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>• Design an appropriate practice plan for a variety of motor skills.</li> <li>• Refine sports skills and movement concepts to focus on a specific sport</li> <li>• Personalize the Health Related Components’s as they apply to helping one become fit for life.</li> </ul>
Stage 2: Assessment Evidence	
<p>Performance tasks:</p> <p>Exit Task B will meet this standard</p>	<p>Other evidence:</p> <p>Psychomotor</p> <ul style="list-style-type: none"> <li>• Combinations of movement – patterns (multi-skills).</li> </ul>

Exit Task B

**JOB OPENING: Young Adult Wellness Coordinator for the Life Wellness Center**

The Life Wellness Center has a job opening for a Young Adult Wellness Coordinator. The successful applicant will correctly interpret fitness-gram data, clearly evaluate a client’s current health status based on fitness-gram results, and create appropriate fitness plans based on sound understanding of the FITT components of fitness and an appropriate use of the training principles. The successful applicant will gather information regarding the client and design a fitness plan that will accommodate the client’s personal lifestyle and living environment. Successful applicant will have the necessary communication skills needed to logically and clearly explain to the client the basis of fitness plan and for any needed changes.

You were contacted as one of three possible candidates for this position. Using the information provided, the Life Wellness hiring team has asked each candidate to complete the following tasks. Additionally, candidates are required to keep a journal throughout the process and submit this to the hiring team upon completion of the tasks. The applicant who can clearly demonstrate that he/she can handle these tasks will the applicant hired for the job.

**Students should be supplied with the following information:**

**Gender of a subject**

**Age of a subject**

**Current “Fitnessgram” results**

**Journal requirement:**

Each candidate will reflect on the overall process of designing fitness plans for clients. As you complete each part, please write out your thoughts and feelings about the work you have done. The hiring team is looking for those applicants that can objectively look at their work, think about the strengths and weaknesses of the work and provide logical reasons for the work.

**Part 1.**

Develop a character that fits your profile. Give your character a name and describe them. In your description include a description of the community where they live, discuss all available fitness/recreational facilities, and the characters likes and dislikes when it comes to physical activities.

**Part 2.**

Explain to your character what you have noticed about their current health status using the fitness gram results to prove

- Interact or manipulate objects, match movements to rhythms.
- Create, analyze, and synthesize movement patterns into new games.
- Performance of sports skills or critical elements of skills/fundamental movements

**Cognitive:**

- Peer assessment of critical elements/ sports skills
- Quizzes, written tests
- Exit/entrance slips
- Written reports

**Affective**

- Self evaluation of performance skills
- Journals
- Written reflections on class/project experiences

<p>your point. Explain to your character what you think they should be working on to improve their health and why they should be doing it.</p> <p>Part 3. Prepare a two week fitness plan for your character. You will present Day one of a fitness plan you have developed for your character. Be ready to explain the purpose and reasons for the plan.</p> <p>Part 4. (A)Your character has been following your fitness plan for six weeks and needs to make changes to the program. Provide your character with <u>the first day</u> of four different optional plans to follow. (B) Be prepared to explain each of the changes that were made and why you suggested the particular change.</p> <p>Part 5</p>	
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**STANDARD 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

Grade Cluster Expectations – Grades K-2	
<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>• Students will understand that.....</li> </ul> <p>There are different rules for different movements.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the rules for movement?</li> </ul>
<p>Students will know....</p> <ul style="list-style-type: none"> <li>• Movements must be done in a safe manner.</li> <li>• How concepts of space, effort and relationships affect movements</li> <li>• How to move in a variety of ways</li> <li>• How movement can be influenced by the number of people involved</li> <li>• Basic body anatomy and the associated movements</li> <li>• Performing physical activity will effect a body’s health</li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>• Adapt movement to different situations</li> <li>• Demonstrate knowledge of movement concepts.</li> <li>• Demonstrate and identify anatomy of body parts.</li> <li>• Move safely in personal and general space.</li> <li>• Follow cues and commands (movement vocabulary)</li> <li>• Connect physical movements with overall health</li> </ul>
Stage 2: Assessment Evidence	
<p><b>Performance Tasks</b> Exit Tasks A &amp; B will meet this standard Exit Task A K-2 Your Physical Education teacher wants to play “Imagine If”. In this game you imagine that it is winter and your friends cannot play outside. Then you imagine that today is the first day of spring and you will finally be allowed to play outside! You begin to imagine all the fun you can have. First you imagine what you will do by yourself when</p>	<p><b>Other evidence:</b> <b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>• Perform a variety of movements</li> <li>• Respond correctly to cues (levels, force, activity, etc.)</li> <li>• Engage safely in changing environments</li> </ul> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>• Name and label body parts</li> <li>• Follow directions</li> <li>• Verbalize actions</li> </ul>



<p>you get outside. Then you begin to think about what you and your best friend can do outside together. Finally you imagine what you and all of your friends could do together outside in the warm sunshine.</p> <p>Now your teacher wants you to actually demonstrate the different movements you could do if you were by yourself, if you were with a friend and if you were with lots of people. You should also be able to explain why you chose the movements you did.</p> <p>Exit Task B K-2</p> <p>Next week is the school open house and you are going to be in the gym showing off what you have learned about being healthy to the parents who are visiting. Your teacher has decided that there will be different stations set up in the gym for students to “show their stuff”. One station will show off activities that help build up the heart muscle. Another station will have students doing activities that work on their flexibility and a third station will be all about working on muscular fitness.</p> <p>In order to be picked to help out that night you have to show that you know what to do at each station and how to answer the following questions about the station.</p> <p>What two activities will you demonstrate at each station for the parents to see?</p> <p>What are other activities you could do at each station?</p> <p>If a parent asked you how fit you were what would you say?</p>	<ul style="list-style-type: none"> <li>• Identify health related components of fitness</li> <li>• Assemble puzzles</li> </ul> <p>Affective</p> <ul style="list-style-type: none"> <li>• Explore/self-expression in movement concepts</li> <li>• Create games that revolve around cooperation/more than one player</li> <li>• Student drawings of feelings about movement/physical activity</li> </ul>
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**STANDARD 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

**Grade Cluster Expectations – 3-5**

<p><b>Understandings:</b></p>	<p><b>Essential Questions:</b></p>
<p>Students will understand .....</p> <ul style="list-style-type: none"> <li>• Rules for movement depend on the situation.</li> </ul>	<ul style="list-style-type: none"> <li>• How are movement rules applied in different situations?</li> </ul>
<p>Students will know....</p> <ul style="list-style-type: none"> <li>• Strategies and tactics involved in movement.</li> <li>• Key elements of motor concept performance.</li> <li>• Fitness – physiologic responses of movement.</li> <li>• Physical and psychological benefits of PE participations.</li> <li>• Movements are not isolated but done in connection with other movements</li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>• Apply movement concepts to fundamental skills</li> <li>• Apply knowledge of anatomy for performance.</li> <li>• Recognize when they are in an effective heart rate zone</li> <li>• Perform individually and as part of a group.</li> <li>• Follow, cue and expand – apply to other movement experiences.</li> <li>•</li> </ul>

**Stage 2: Assessment Evidence**

Exit Task A & B will meet this standard

#### Exit Task A 3-5

You and a group of friends have been hired by Nike. Your group has been asked to develop a game for other elementary school students. This game must have rules and safety procedures and use only two pieces of equipment. The game must require players to cooperate with each other for the game to be successful. All group members must contribute to the design of the game. Once you have designed your game, Nike wants you to actually play the game with your class. Once you are done playing each group member must report back their thoughts and feelings on how successful the game was in meeting the objectives of designing a safe game that requires all students to participate in a cooperative manner.

You may use the following questions to write your report:

1. Explain how you contributed to the creation of the game. How do you feel about your contribution to the game?
2. Write about what made your game successful or not successful? How did you feel about the outcome?
3. Would you play this game again? Explain your reasons.

#### Exit Task B 3-5

You want to apply to be a contestant on the TV show “Are you smarter than a 5<sup>th</sup> grader?” In order to decide who will be on the show the producers ask you to answer a few questions ahead of time. You are very excited because your question is about fitness and you know all about it from your Physical Education classes. Your task is to answer the question to the best of your ability so hopefully you will be selected to be on the show!

Your Question is: If you had a friend who knew nothing about being and staying fit, what information and examples could you provide that would increase their understanding of being fit for their life?

Create one example of a fitness plan that your friend could use to improve their fitness levels.

Be prepared to explain your answer to the producers and to explain why you think it is the best answer of all that they received!!!!

Other evidence:

Psychomotor:

- Respond correctly to cues (levels, force, activity, etc.)
- Engage safely in changing environments
- Performing a variety of movement/fundamental skills
- Engagement in vigorous activity to raise heart rate

Cognitive

- Name and label body parts
- Measure/take heart rate
- Follow directions
- Verbalize actions
- Quizzes/written tests
- Homework, worksheets

Affective:

- Explore/self-expression in movement concepts
- Reflective journal entries

**STANDARD 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

<b>Grade Cluster Expectations – 6-8</b>	
<p><b>Understandings:</b></p> <p>Students will understand .....</p> <ul style="list-style-type: none"> <li>• Movement concepts, principles, strategies and tactics are used in physical activities.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the concept, principles, strategies and tactics used in physical activity?</li> </ul>
<p>Students will know....</p> <ul style="list-style-type: none"> <li>• Basic body mechanics and structure.</li> <li>• When, why and how to use tactics and strategies within activities.</li> <li>• Basic principles of training and how to use them to improve fitness.</li> <li>• How to find resources related to movement concepts, principles, strategies and tactics.</li> <li>• Differences in physical, social, emotional and gender development in middle school that affects learning and performance of physical activity.</li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>• Explain and utilize the FITT components.</li> <li>• Access a variety of resources</li> <li>• Choose an appropriate practice to master a specific skill.</li> <li>• Create and design a new game that can be played fairly by all.</li> <li>• Recognize, explain and apply development difference to movement activities.</li> <li>• Perform basic tactics of sports activities (risks, strategies, positioning).</li> <li>•</li> </ul>
<b>Stage 2: Assessment Evidence</b>	
<p><b>Performance tasks:</b></p> <p>Exit tasks A &amp; B will meet this standard</p> <p><b>Exit Task A</b></p> <p>You are a student at Be Strong Middle School. One day in Physical education class your teacher mentions that the past few games your class has played have not worked out well for the entire class and asks for your help. Your goal is to take an <u>existing</u> sport or activity and re-design it to insure that it meets the needs of all the students in your class.</p> <p>Your group should first select a game or activity that either has been played in class or that you would like to play in class. Your group should know all the basic rules of the game, the number of players involved, how a winner is decided and what equipment is needed. Next, decide what modifications you need to make to the game so that every student has meaningful and successful participation in the game.</p> <p>Once your group has made all the modifications you will present your modified game (written and orally) to the rest of the class and get their feedback. After you have gotten feedback, as a group, again make any necessary changes to the game.</p> <p>Once you are happy with your new game you will have the class play it. Your group will provide directions to the game and actively monitor play.</p>	<p><b>Other evidence:</b></p> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>• Respond correctly to cues (levels, force, activity, etc.)</li> <li>• Engage safely in changing environments</li> <li>• Teacher observation of use of game strategies</li> </ul> <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>• Name and label body parts on quizzes/worksheets</li> <li>• Calculate heart rate</li> <li>• Homework/quizzes</li> <li>• Written tests</li> </ul> <p><b>Affective</b></p> <ul style="list-style-type: none"> <li>• Explore/self-expression in movement concepts</li> <li>• Journals</li> <li>• Reflections</li> </ul>

After the game is over, each group member will write a reflection on the changes that were made to the game and if the changes worked for the class. The reflection discusses how thoughtful the group was in making appropriate changes to the game and if the changes ended up making everyone who played feel that they made a meaningful contribution to the game while having fun playing.

#### Exit Task B

Develop own fitness plan (5 health-related components of fitness)

You are an 8<sup>th</sup> grade student in the Delaware Public School System and you have just received your results from the “Fitnessgram” physical fitness tests. The Institute for Healthy Young Adults is interested in seeing if youth of today are able to plan healthy lifestyles for themselves. You have been selected to participate in their study. Using your personal “Fitnessgram” test results you have been asked to develop a fitness plan that is intended to improve all health-related components of fitness that were not shown to be within your healthy fitness levels while also maintaining any health-related components of fitness that may currently be within the healthy fitness level.

Your plan should:

- Be a one week plan that could be repeated until a change is needed.
- Include at end a list of 4 possible ways you could change your program based on the FITT components.
- Must be presented and explained to a review board from the Institute (your teacher and at least two peers)

**STANDARD 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

**Grade Cluster Expectations – 9-12**

<p><b>Understandings:</b> Students will understand .....</p> <ul style="list-style-type: none"> <li>• How to apply specific movement concepts, principles, strategies and tactics to variety of physical activities.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What concepts, principles, strategies and tactics do apply to specific physical activity?</li> </ul>
<p>Students will know....</p> <ul style="list-style-type: none"> <li>• Psychological factors that impact movement.</li> <li>• Biomechanical principles related to movement.</li> <li>• Tactical decisions necessary for a variety of games.</li> <li>• Components of a personal conditioning program.</li> <li>• Know that practice can be modified to specific areas of need.</li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>• Break down a game into its tactical, strategic and skill components.</li> <li>• Plan personal conditioning program.</li> <li>• Develop realistic short and long term fitness goals.</li> <li>• Apply concepts to personal activities and authentic games to ensure safety</li> <li>• Practice to improve.</li> </ul>
<p><b>Stage 2: Assessment Evidence</b></p>	
<p><b>Performance tasks:</b> Exit tasks A &amp; B will meet this standard:</p> <p><b>Exit Task A</b> You have just accepted the position of Director of New Games with the Fun and Games Corporation. This company’s primary mission is to create and distribute games and activities that promote physical activity for all. As Director it is your job to create, field test and then revise the games based on the feedback.</p> <p>Your first client is Brand New High School. They are looking for a new game to introduce to their high school students that is inclusive and cost effective. The following is a list of their requirements for the game.</p> <ol style="list-style-type: none"> <li>1. There must be a clear description of how to play the game.</li> <li>2. A diagram of the playing area should be given.</li> <li>3. A listing of all required equipment.</li> <li>4. The game must have a minimum of three rules.</li> <li>5. The game must address rules of etiquette.</li> <li>6. The game must be inclusive so that any person, regardless of physical abilities, has the opportunity to actively participate in the game.</li> </ol> <p>Brand New High School also requires at least three written critiques of the game from actual participants. Each critique should address numbers 1-6 above.</p> <p>After receiving the feedback from your clients provide your company Chief Executive Officer (CEO) with a written memo describing how you felt about the initial design of</p>	<p><b>Other evidence:</b></p> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>• Measurement of heart rate at various activity levels</li> <li>• Teacher observation of response to cues (levels, force, quick change of direction, tactical maneuvers etc.)</li> <li>• Video tapes of tactical performance/skill performance</li> <li>• Teacher observation of student engaging safely in changing environments</li> </ul> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>• Quizzes/written tests</li> <li>• Heart rate/activity logs</li> <li>• Oral discussions</li> <li>• Poster presentations</li> <li>• Powerpoint/oral presentations of materials</li> <li>• Creation of games</li> </ul> <p><b>Affective</b></p> <ul style="list-style-type: none"> <li>• Self-expression through movement</li> <li>• Self-reflection on skills</li> <li>• Teacher observation of cooperative actions.</li> </ul>

your game and what you see as changes you may have to make in each of the areas after watching it being played and receiving the critiques from the participants.

#### Exit Task B

**JOB OPENING: Young Adult Wellness Coordinator for the Life Wellness Center**

The Life Wellness Center has a job opening for a Young Adult Wellness Coordinator. The successful applicant will correctly interpret fitness-gram data, clearly evaluate a client's current health status based on "Fitnessgram" results, and create appropriate fitness plans based on sound understanding of the FITT components of fitness and an appropriate use of the training principles. The successful applicant will gather information regarding the client and design a fitness plan that will accommodate the client's personal lifestyle and living environment. Successful applicant will have the necessary communication skills needed to logically and clearly explain to the client the basis of fitness plan and for any needed changes.

You were contacted as one of three possible candidates for this position. Using the information provided, the Life Wellness hiring team has asked each candidate to complete the following tasks. Additionally, candidates are required to keep a journal throughout the process and submit this to the hiring team upon completion of the tasks. The applicant who can clearly demonstrate that he/she can handle these tasks will be the applicant hired for the job.

**Students should be supplied with the following information:**

**Gender of a subject**

**Age of a subject**

**Current Fitness gram results**

Journal requirement:

Each candidate will reflect on the overall process of designing fitness plans for clients. As you complete each part, please write out your thoughts and feelings about the work you have done. The hiring team is looking for those applicants that can objectively look at their work, think about the strengths and weaknesses of the work and provide logical reasons for the work.

Part 1.

Develop a character that fits your profile. Give your character a name and describe them. In your description include a description of the community where they live, discuss all available fitness/recreational facilities, and the characters likes and dislikes when it comes to physical activities.

<p>Part 2. Explain to your character what you have noticed about their current health status using the fitness gram results to prove your point. Explain to your character what you think they should be working on to improve their health and why they should be doing it.</p> <p>Part 3. Prepare a two week fitness plan for your character. You will present Day one of a fitness plan you have developed for your character. Be ready to explain the purpose and reasons for the plan.</p> <p>Part 4. (A)Your character has been following your fitness plan for six weeks and needs to make changes to the program. Provide your character with <u>the first day</u> of four different optional plans to follow. (B) Be prepared to explain each of the changes that were made and why you suggested the particular change.</p> <p>Part 5</p>	
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**STANDARD 3: Participates regularly in physical activity**

**Grade Cluster Expectations – K-2**

<p>Understandings:</p> <ul style="list-style-type: none"> <li>• Students will understand that.....</li> </ul> <p>We need to move</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• Why do I need to move?</li> </ul>
<p>Students will know....</p> <ul style="list-style-type: none"> <li>• What is regular engagement?</li> <li>• Engaging in physical education contributes to good health.</li> <li>• Know and identify the effects of physical movement on the body.</li> <li>• Transfer knowledge learned in physical education to their outside.</li> <li>• Recess/play is informal and physical education is formal learning and training about movement and their bodies.</li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>• Participate and demonstrate how to evoke effects of movement on body (show heart rate with hand), sweating, breathing hard, feeling a stretch, out of breath, rosy cheeks, hard to talk (out of breath).</li> <li>• Perform tasks longer than before.</li> <li>• Demonstrate PE skills during recess or other non-school activities.</li> <li>• Comply with rules and safe practices in PE.</li> <li>• Make use of PE opportunities.</li> </ul>
<p>Stage 2: Assessment Evidence</p>	
<p>Performance tasks: Exit Tasks A &amp; B will meet this standard Exit Task A K-2 Your Physical Education teacher wants to play “Imagine If”. In this game you imagine that it is winter and your friends cannot play outside. Then you imagine that today is the first day of spring and you will finally be allowed to</p>	<p>Other Evidence Psychomotor:</p> <ul style="list-style-type: none"> <li>• Name and label body parts</li> <li>• Teacher observation of activity in class and outside of class</li> <li>• Student performance of games/activities in and out of class</li> </ul>

<p>play outside! You begin to imagine all the fun you can have. First you imagine what you will do by yourself when you get outside. Then you begin to think about what you and your best friend can do outside together. Finally you imagine what you and all of your friends could do together outside in the warm sunshine.</p> <p>Now your teacher wants you to actually demonstrate the different movements you could do if you were by yourself, if you were with a friend and if you were with lots of people. You should also be able to explain why you chose the movements you did.</p> <p>Exit Task B K-2</p> <p>Next week is the school open house and you are going to be in the gym showing off what you have learned about being healthy to the parents who are visiting. Your teacher has decided that there will be different stations set up in the gym for students to “show their stuff” One station will show off activities that help build up the heart muscle. Another station will have students doing activities that work on their flexibility and a third station will be all about working on muscular fitness.</p> <p>In order to be picked to help out that night you have to show that you know what to do at each station and how to answer the following questions about the station.</p> <p>What two activities will you demonstrate at each station for the parents to see?</p> <p>What are other activities you could do at each station?</p> <p>If a parent asked you how fit you were what would you say?</p>	<ul style="list-style-type: none"> <li>• Log sheets/homework records of physical activities at home</li> <li>• Teacher observation of students ability to safely engage in changing environments</li> </ul> <p>Cognitive</p> <ul style="list-style-type: none"> <li>• Log sheets/homework records of physical activity</li> <li>• Oral quiz on body parts/types of activities</li> <li>• Completion of puzzles relating to physical activity</li> <li>• Teacher observation of student’s ability to follow directions correctly</li> <li>• Verbalize actions by students</li> <li>• Matching games/fill in blank worksheets</li> </ul> <p>Affective</p> <ul style="list-style-type: none"> <li>• Explore/self-expression in movement concepts</li> <li>• Student drawings relating feelings/thoughts about physical activity</li> </ul>
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**STANDARD 3: Participates regularly in physical activity**

**Grade Cluster Expectations – Grades 3 - 5**

<p><b>Understandings:</b></p>	<p><b>Essential Questions:</b></p>
<p>Students will understand that.....</p> <ul style="list-style-type: none"> <li>• Moving is important.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is movement important?</li> </ul>
<p>Students will know....</p> <ul style="list-style-type: none"> <li>• Health related components of fitness</li> <li>• How to monitor their own physical activity</li> <li>• Importance of exercise</li> <li>• Begin to understand benefits of physical activity</li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>• Identify Physical activity opportunities at school and within the community, for regular participation in physical activity</li> <li>• Come to class prepared for participation</li> <li>• Participate fully during physical education class</li> <li>• Improve personal effort and engagement level of exertion during class</li> </ul>

Stage 2: Assessment Evidence



<p>Performance tasks: Exit Tasks A &amp; B will meet this standard</p> <p>Exit Task A 3-5 You and a group of friends have been hired by Nike. Your group has been asked to develop a game for other elementary school students. This game must have rules and safety procedures and use only two pieces of equipment. The game must require players to cooperate with each other for the game to be successful. All group members must contribute to the design of the game. Once you have designed your game, Nike wants you to actually play the game with your class. Once you are done playing each group member must report back their thoughts and feelings on how successful the game was in meeting the objectives of designing a safe game that requires all students to participate in a cooperative manner. You may use the following questions to write your report:</p> <ol style="list-style-type: none"> <li>1. Explain how you contributed to the creation of the game. How do you feel about your contribution to the game?</li> <li>2. Write about what made your game successful or not successful? How did you feel about the outcome?</li> <li>3. Would you play this game again? Explain your reasons.</li> </ol> <p>Exit Task B 3-5 You want to apply to be a contestant on the TV show “Are you smarter than a 5<sup>th</sup> grader?” In order to decide who will be on the show the producers ask you to answer a few questions ahead of time. You are very excited because your question is about fitness and you know all about it from your Physical Education classes. Your task is to answer the question to the best of your ability so hopefully you will be selected to be on the show! Your Question is: If you had a friend who knew nothing about being and staying fit, what information and examples could you provide that would increase their understanding of being fit for their life? Create one example of a fitness plan that your friend could use to improve their fitness levels. Be prepared to explain your answer to the producers and to explain why you think it is the best answer of all that they received!!!!</p>	<p>Other evidence:</p> <p>Psychomotor:</p> <ul style="list-style-type: none"> <li>• Student performance of skills/activities/games</li> <li>• Teacher observation of student engagement levels in class and outside of class/recess</li> <li>• Evidence of participation in physical activity outside the school setting</li> </ul> <p>Cognitive:</p> <ul style="list-style-type: none"> <li>• Quizzes/homework/written tests</li> <li>• Logs/records of outside participation in physical activity</li> <li>• Poster presentations</li> <li>• Oral discussion/quizzes</li> <li>• Exit/Entrance slips</li> </ul> <p>Affective:</p> <ul style="list-style-type: none"> <li>• Student journals</li> <li>• Oral reflections on activity levels</li> <li>• Teacher observation of student interactions with peers</li> </ul>
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**STANDARD 3: Participates regularly in physical activity**

## Grade Cluster Expectations – Grades 6-8

<b>Understandings:</b> <ul style="list-style-type: none"> <li>• Students will understand that..... We need to be physically active.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is the importance of being physically active?</li> </ul>
<b>Students will know....</b> <ul style="list-style-type: none"> <li>• How to define and set personal goals</li> <li>• How to achieve and maintain healthy fitness zone</li> <li>• How to choose appropriate practices</li> <li>• Activity etiquette – sportsmanship, sharing, respect equipment/self/others, follow directions and rules, respecting difference</li> </ul>	<b>Students will be able to ...</b> <ul style="list-style-type: none"> <li>• Identify strengths and weaknesses and create an action plan</li> <li>• Monitor and document physical education/physical activity involvement</li> <li>• Come to class prepared to participate</li> <li>• Participate fully in physical education class</li> <li>• Improve personal effort/engagement/level of exertions during physical education class</li> <li>• Demonstrate appropriate etiquette during all physical education activities</li> <li>• Identify differences between personal motivation and peer pressure</li> <li>• Choose activities consistent with interests and physical and mental development</li> </ul>
<b>Stage 2: Assessment Evidence</b>	
<b>Performance tasks:</b> Exit tasks A & B will meet this standard  <b>Exit Task A</b> You are a student at Be Strong Middle School. One day in Physical education class your teacher mentions that the past few games your class has played have not worked out well for the entire class and asks for your help. Your goal is to take an <u>existing</u> sport or activity and re-design it to insure that it meets the needs of all the students in your class.  Your group should first select a game or activity that either has been played in class or that you would like to play in class. Your group should know all the basic rules of the game, the number of players involved, how a winner is decided and what equipment is needed. Next, decide what modifications you need to make to the game so that every student has meaningful and successful participation in the game.  Once your group has made all the modifications you will present your modified game (written and orally) to the rest of the class and get their feedback. After you have gotten feedback, as a group, again make any necessary changes to the game.  Once you are happy with your new game you will have the class play it. Your group will provide directions to the game and actively monitor play.	<b>Other evidence:</b> <b>Psychomotor:</b> <ul style="list-style-type: none"> <li>• Peer/self assessments (check sheets) of participation in daily activity</li> <li>• Teacher observation of physical activity in and out of school</li> <li>• Student performance of games/activities in and out of school</li> <li>• Video Tapes of performance of games/activities in and out of school</li> </ul> <b>Cognitive:</b> <ul style="list-style-type: none"> <li>• Quizzes/written tests</li> <li>• Oral discussions</li> <li>• Written reports</li> <li>• Weekly physical activity logs</li> </ul> <b>Affective:</b> <ul style="list-style-type: none"> <li>• Student journals</li> <li>• Student drawings</li> <li>• Self reflections on daily physical activity</li> </ul>

After the game is over, each group member will write a reflection on the changes that were made to the game and if the changes worked for the class. The reflection discusses how thoughtful the group was in making appropriate changes to the game and if the changes ended up making everyone who played feel that they made a meaningful contribution to the game while having fun playing.

**Exit Task B**

Develop own fitness plan (5 health-related components of fitness)

You are an 8<sup>th</sup> grade student in the Delaware Public School System and you have just received your results from the “Fitnessgram” physical fitness tests. The Institute for Healthy Young Adults is interested in seeing if youth of today are able to plan healthy lifestyles for themselves. You have been selected to participate in their study. Using your personal “Fitnessgram” test results you have been asked to develop a fitness plan that is intended to improve all health-related components of fitness that were not shown to be within your healthy fitness levels while also maintaining any health-related components of fitness that may currently be within the healthy fitness level.

Your plan should:

- Be a one week plan that could be repeated until a change is needed.
- Include at end a list of 4 possible ways you could change your program based on the FITT components.
- Must be presented and explained to a review board from the Institute (your teacher and at least two peers)

**STANDARD 3: Participates regularly in physical activity**

**Grade Cluster Expectations – Grades 9-12**

<p><b>Understandings:</b></p>	<p><b>Essential Questions:</b></p>
<p>Students will understand that.....</p> <ul style="list-style-type: none"> <li>• Everybody needs to be physically active.</li> </ul>	<ul style="list-style-type: none"> <li>• What can I do to be physically active throughout my life?</li> </ul>

<p>Students will know....</p> <ul style="list-style-type: none"> <li>• Know the principles of training (fitness)</li> <li>• What is required to participate</li> <li>• Know how to monitor or adapt activities that are right for me</li> <li>• What is health enhancing fitness is</li> <li>• The benefits of different intensity levels</li> <li>• Various lifespan wellness activities</li> <li>• Benefits of honesty in personal goals and implementation</li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>• Choose activities to participate in regularly for lifespan wellness</li> <li>• Identify activities for personal enjoyment</li> <li>• Apply training principles for self improvement</li> <li>• Monitor/adapt participation for improvement and enjoyment</li> <li>• Identify intrinsic and extrinsic influences to participation</li> <li>• Maintain/create activity log</li> <li>• Access and utilize a variety of resources</li> </ul>
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**Stage 2: Assessment Evidence**

**Performance tasks:**  
Exit Tasks A & B will meet this standard

**Exit Task A**  
You have just accepted the position of Director of New Games with the Fun and Games Corporation. This company’s primary mission is to create and distribute games and activities that promote physical activity for all. As Director it is your job to create, field test and then revise the games based on the feedback.

Your first client is Brand New High School. They are looking for a new game to introduce to their high school students that is inclusive and cost effective. The following is a list of their requirements for the game.

1. There must be a clear description of how to play the game.
2. A diagram of the playing area should be given.
3. A listing of all required equipment.
4. The game must have a minimum of three rules.
5. The game must address rules of etiquette.
6. The game must be inclusive so that any person, regardless of physical abilities, has the opportunity to actively participate in the game.

Brand New High School also requires at least three written critiques of the game from actual participants. Each critique should address numbers 1-6 above.

After receiving the feedback from your clients provide your company Chief Executive Officer (CEO) with a written memo describing how you felt about the initial design of your game and what you see as changes you may have to make in each of the areas after watching it being played and receiving the critiques from the participants.

**Exit Task B**  
**JOB OPENING: Young Adult Wellness Coordinator for the Life Wellness Center**

**Other evidence:**

**Psychomotor:**

- Video tapes of student activities/games in and out of school
- Teacher observation of physical activity in and out of school
- Student performance of skills/activities

**Cognitive:**

- Written quizzes/tests
- Student reports/logs of daily physical activity
- Oral discussions
- Exit/entrance slips
- Poster/powerpoint presentations

**Affective:**

- Student journals/reflections
- Teacher observation of student interactions with peers
- Student drawings

The Life Wellness Center has a job opening for a Young Adult Wellness Coordinator. The successful applicant will correctly interpret fitness-gram data, clearly evaluate a client's current health status based on fitness-gram results, and create appropriate fitness plans based on sound understanding of the FITT components of fitness and an appropriate use of the training principles. The successful applicant will gather information regarding the client and design a fitness plan that will accommodate the client's personal lifestyle and living environment. Successful applicant will have the necessary communication skills needed to logically and clearly explain to the client the basis of fitness plan and for any needed changes.

You were contacted as one of three possible candidates for this position. Using the information provided, the Life Wellness hiring team has asked each candidate to complete the following tasks. Additionally, candidates are required to keep a journal throughout the process and submit this to the hiring team upon completion of the tasks. The applicant who can clearly demonstrate that he/she can handle these tasks will be the applicant hired for the job.

**Students should be supplied with the following information:**

**Gender of a subject**

**Age of a subject**

**Current Fitness gram results**

Journal requirement:

Each candidate will reflect on the overall process of designing fitness plans for clients. As you complete each part, please write out your thoughts and feelings about the work you have done. The hiring team is looking for those applicants that can objectively look at their work, think about the strengths and weaknesses of the work and provide logical reasons for the work.

Part 1.

Develop a character that fits your profile. Give your character a name and describe them. In your description include a description of the community where they live, discuss all available fitness/recreational facilities, and the characters likes and dislikes when it comes to physical activities.

Part 2.

Explain to your character what you have noticed about their current health status using the fitness gram results to prove your point. Explain to your character what you think they should be working on to improve their health and why they should be doing it.

<p>Part 3. Prepare a two week fitness plan for your character. You will present Day one of a fitness plan you have developed for your character. Be ready to explain the purpose and reasons for the plan.</p> <p>Part 4. (A)Your character has been following your fitness plan for six weeks and needs to make changes to the program. Provide your character with <u>the first day</u> of four different optional plans to follow. (B) Be prepared to explain each of the changes that were made and why you suggested the particular change.</p> <p>Part 5</p>	
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**STANDARD 4: Achieves and maintains a personal health-enhancing level of physical fitness**

Grade Cluster Expectations – K-2	
<p>Understandings:</p> <p>Students will understand that.....</p> <ul style="list-style-type: none"> <li>Physical fitness is good for you.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>Why is physical fitness good for you?</li> <li>What is fitness?</li> </ul>
<p>Students will know....</p> <ul style="list-style-type: none"> <li>The heart is a muscle</li> <li>Play and exercise makes you healthy</li> <li>To exercise daily</li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>Demonstrate location and feel the heart beat</li> <li>Measure the heart beat</li> <li>Participate in a variety of physical activity</li> <li>Discuss the components of a healthy body</li> <li>Relate specific activities with specific health related components of fitness</li> </ul>
<p>Stage 2: Assessment Evidence</p>	

<p>Performance tasks: Exit Task B will meet this standard</p> <p>Exit Task B K-2 Next week is the school open house and you are going to be in the gym showing off what you have learned about being healthy to the parents who are visiting. Your teacher has decided that there will be different stations set up in the gym for students to “show their stuff” One station will show off activities that help build up the heart muscle. Another station will have students doing activities that work on their flexibility and a third station will be all about working on muscular fitness.</p> <p>In order to be picked to help out that night you have to show that you know what to do at each station and how to answer the following questions about the station.</p> <p>What two activities will you demonstrate at each station for the parents to see?</p> <p>What are other activities you could do at each station?</p> <p>If a parent asked you how fit you were what would you say?</p>	<p>Other evidence:</p> <p>Psychomotor</p> <ul style="list-style-type: none"> <li>• Demonstrate a variety of activities that connect to the five (5) health-related components of fitness.</li> </ul> <p>Cognitive:</p> <ul style="list-style-type: none"> <li>• Identify activities that connect to five (5) components of fitness.</li> <li>• List favorite activities that they like</li> <li>• List favorite activities that improve each component of fitness.</li> <li>• Student drawings to Illustrate/justify why physical activity is good for body and body parts.</li> </ul> <p>Affective</p> <ul style="list-style-type: none"> <li>• Student drawing of activities they like to do</li> <li>• Written reflections on physical activity</li> </ul>
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**STANDARD 4: Achieves and maintains a personal health-enhancing level of physical fitness**

**Grade Cluster Expectations – Grades 3 - 5**

<p>Understandings:</p>	<p>Essential Questions:</p>
<p>Students will understand that.....</p> <ul style="list-style-type: none"> <li>• Being physically fit contributes to being healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• How does fitness affect my body?</li> </ul>
<p>Students will know....</p> <ul style="list-style-type: none"> <li>• How to locate pulse</li> <li>• Components of fitness</li> <li>• Health benefits of physical activity</li> <li>• Fitness is a personal choice</li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>• Count their pulse rate and record (resting and active)</li> <li>• Provide examples of the five (5) components of fitness and of activities or exercises</li> <li>• Predict how the body will respond to various/different physical activity</li> <li>• How to improve personal fitness</li> <li>• Build own fitness plan within context of physical education class constraints.</li> <li>• Create a list of activities that builds fitness</li> </ul>

**Stage 2: Assessment Evidence**

<p>Performance tasks: Exit Task B will meet this standard</p> <p>Exit Task B 3-5 You want to apply to be a contestant on the TV show “Are you smarter than a 5<sup>th</sup> grader?” In order to decide who will be on the show the producers ask you to answer a few</p>	<p>Other evidence:</p> <p>Psychomotor:</p> <ul style="list-style-type: none"> <li>• Student performance of activities directly linked to the components of fitness</li> <li>• Observation of students increasing activity levels to</li> </ul>
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<p>questions ahead of time. You are very excited because your question is about fitness and you know all about it from your Physical Education classes. Your task is to answer the question to the best of your ability so hopefully you will be selected to be on the show!</p> <p>Your Question is: If you had a friend who knew nothing about being and staying fit, what information and examples could you provide that would increase their understanding of being fit for their life?</p> <p>Create one example of a fitness plan that your friend could use to improve their fitness levels.</p> <p>Be prepared to explain your answer to the producers and to explain why you think it is the best answer of all that they received!!!!</p>	<p>increase heart rate.</p> <p>Cognitive</p> <ul style="list-style-type: none"> <li>• Logs of heart rate</li> <li>• Entrance/exit slips</li> <li>• Development of appropriate web/printed resources for fitness activities</li> <li>• Written tests/quizzes</li> <li>• Poster connecting activities directly to health related components of fitness</li> <li>• Development of personal fitness plan</li> <li>• Goal setting activities</li> </ul> <p>Affective</p> <ul style="list-style-type: none"> <li>• Student journals</li> <li>• Logs of activity levels connected to student moods</li> <li>• Reflection on participation in personal fitness plan</li> </ul>
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**STANDARD 4: Achieves and maintains a personal health-enhancing level of physical fitness**

**Grade Cluster Expectations – Grades 6-8**

<p>Understandings:</p>	<p>Essential Questions:</p>
<p>Students will understand that.....</p> <ul style="list-style-type: none"> <li>• Physical fitness is essential to health throughout life.</li> </ul>	<ul style="list-style-type: none"> <li>• How does my health benefit from being physically fit?</li> </ul>
<p>Students will know....</p> <ul style="list-style-type: none"> <li>• Target heart rate range</li> <li>• The 5 components of fitness</li> <li>• The importance of a daily exercise plan</li> <li>• Health benefits of physical activity</li> <li>• Personal benefits of participation in physical activity</li> <li>• The four training principles (FITT)</li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>• To calculate heart rate and determine if it is in the proper range</li> <li>• Participate in activities designed to maintain each component of fitness</li> <li>• Explain the benefits of and participate in daily exercise</li> <li>• Self assess fitness level</li> <li>• Explore and apply the training principles within the context of PE class</li> <li>• Logically sequence planned activities to obtain optimal health benefits</li> </ul>
<p>Stage 2: Assessment Evidence</p>	
<p>Performance tasks:</p> <p>Exit Task B will meet this standard</p>	<p>Other evidence:</p> <p>Psychomotor:</p> <ul style="list-style-type: none"> <li>• Participation in “Fitnessgram” testing</li> </ul>



<p>Exit Task B</p> <p>Develop own fitness plan (5 health-related components of fitness)</p> <p>You are an 8<sup>th</sup> grade student in the Delaware Public School System and you have just received your results from the “Fitnessgram” physical fitness tests. The Institute for Healthy Young Adults is interested in seeing if youth of today are able to plan healthy lifestyles for themselves. You have been selected to participate in their study. Using your personal “Fitnessgram” test results you have been asked to develop a fitness plan that is intended to improve all health-related components of fitness that were not shown to be within your healthy fitness levels while also maintaining any health-related components of fitness that may currently be within the healthy fitness level.</p> <p>Your plan should:</p> <ul style="list-style-type: none"> <li>-Be a one week plan that could be repeated until a change is needed.</li> <li>-Include at end a list of 4 possible ways you could change your program based on the FITT components.</li> <li>-Must be presented and explained to a review board from the Institute (your teacher and at least two peers)</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in a variety of activities</li> <li>• Implementation of personal fitness plan</li> <li>• Verification of participation in physical activity outside school setting</li> </ul> <p>Cognitive:</p> <ul style="list-style-type: none"> <li>• Develop written personal fitness plan</li> <li>• Goal setting</li> <li>• Homework/worksheets</li> <li>• Quizzes/written tests</li> <li>• Calculations of target heart rate</li> <li>• Poster linking physical activities with health related components of fitness</li> <li>• Oral discussions of benefits of daily participation in physical activity</li> <li>• Heart rate logs</li> </ul> <p>Affective:</p> <ul style="list-style-type: none"> <li>• Journals</li> <li>• Personal reflections on current health status</li> <li>• Proof of positive interactions with peers during physical activity</li> </ul>
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**STANDARD 4: Achieves and maintains a personal health-enhancing level of physical fitness**

**Grade Cluster Expectations – Grades 9-12**

<p><b>Understandings:</b></p>	<p><b>Essential Questions:</b></p>
<p>Students will understand that..... Physical fitness contributes to quality of life.</p>	<p>How can I include physical fitness into my life?</p>
<p>Students will know.....</p> <ul style="list-style-type: none"> <li>• How to evaluate their level of fitness</li> <li>• Components of principles and health-related fitness</li> <li>• Components of a personal fitness plan (know and understand the relationship between long and short-term plans)</li> <li>• Fitness levels will improve through proper application of the training principles</li> <li>• Implications of maintaining a healthy lifestyle</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• Assess and adjust their heart rate during various levels of activity</li> <li>• Interpret and utilize the results of the self assessment</li> <li>• Self assess their personal fitness levels</li> <li>• Apply knowledge, components and self-assessment to a personal fitness plan</li> <li>• Recognize factors influencing their health-related fitness</li> <li>• Interpret “Fitnessgram”/fitness test results</li> <li>• Link physical activity with health related component of fitness</li> </ul>

**Stage 2: Assessment Evidence**

<p><b>Performance tasks:</b> Exit Task B will meet this standard</p> <p><b>Exit Task B</b> <b>JOB OPENING: Young Adult Wellness Coordinator for the Life Wellness Center</b></p> <p>The Life Wellness Center has a job opening for a Young Adult Wellness Coordinator. The successful applicant will correctly interpret fitness-gram data, clearly evaluate a client’s current health status based on fitness-gram results, and create appropriate fitness plans based on sound understanding of the FITT components of fitness and an appropriate use of the training principles. The successful applicant will gather information regarding the client and design a fitness plan that will accommodate the client’s personal lifestyle and living environment. Successful applicant will have the necessary communication skills needed to logically and clearly explain to the client the basis of fitness plan and for any needed changes.</p> <p>You were contacted as one of three possible candidates for this position. Using the information provided, the Life Wellness hiring team has asked each candidate to complete the following tasks. Additionally, candidates are required to keep a journal throughout the process and submit this to the hiring team upon completion of the tasks. The applicant who can clearly demonstrate that he/she can handle these tasks will the applicant hired for the job.</p>	<p><b>Other evidence:</b></p> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>• Participation in “Fitnessgram” testing</li> <li>• Participation in a variety of activities</li> <li>• Implementation of personal fitness plan</li> <li>• Verification of participation in physical activity outside school setting</li> </ul> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>• Develop written personal fitness plan</li> <li>• Goal setting</li> <li>• Homework/worksheets</li> <li>• Quizzes/written tests</li> <li>• Calculations of target heart rate</li> <li>• Poster linking physical activities with health related components of fitness</li> <li>• Oral discussions of benefits of daily participation in physical activity</li> <li>• Heart rate logs</li> <li>• Build a list of solutions for health-related components.</li> </ul> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>• Journals</li> <li>• Personal reflections on current health status</li> <li>• Proof of positive interactions with peers during physical activity</li> </ul>
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**Students should be supplied with the following information:**

**Gender of a subject**

**Age of a subject**

**Current Fitness gram results**

Journal requirement:

Each candidate will reflect on the overall process of designing fitness plans for clients. As you complete each part, please write out your thoughts and feelings about the work you have done. The hiring team is looking for those applicants that can objectively look at their work, think about the strengths and weaknesses of the work and provide logical reasons for the work.

Part 1.

Develop a character that fits your profile. Give your character a name and describe them. In your description include a description of the community where they live, discuss all available fitness/recreational facilities, and the characters likes and dislikes when it comes to physical activities.

Part 2.

Explain to your character what you have noticed about their current health status using the fitness gram results to prove your point. Explain to your character what you think they should be working on to improve their health and why they should be doing it.

Part 3.

Prepare a two week fitness plan for your character. You will present Day one of a fitness plan you have developed for your character. Be ready to explain the purpose and reasons for the plan.

Part 4.

(A)Your character has been following your fitness plan for six weeks and needs to make changes to the program. Provide your character with the first day of four different optional plans to follow. (B) Be prepared to explain each of the changes that were made and why you suggested the particular change.

Part 5

**STANDARD 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

**Grade Cluster Expectations – K-2**

<b>Understandings:</b>	<b>Essential Questions:</b>
Students will understand that..... <ul style="list-style-type: none"> <li>• There are ways to behave in physical activity settings.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the ways to behave in physical activity?</li> </ul>
Students will know.... <ul style="list-style-type: none"> <li>• The rules and safe practices of basic physical activities</li> <li>• How to play fair and how to cooperate while engaged in physical activity</li> <li>• How to share</li> <li>• Acceptable behavior during physical activity</li> </ul>	Students will be able to ... <ul style="list-style-type: none"> <li>• Apply the rules of a game/activity with little or no reinforcement</li> <li>• Take turns and invite others to participate</li> <li>• Interact with a diverse population</li> <li>• Share (equipment time, knowledge, space)</li> <li>• Play safely</li> <li>• Follow (classroom) safety rules</li> </ul>

**Stage 2: Assessment Evidence**

<b>Performance tasks:</b> Exit Task A will meet this standard Exit Task A K-2 Your Physical Education teacher wants to play “Imagine If”. In this game you imagine that it is winter and your friends cannot play outside. Then you imagine that today is the first day of spring and you will finally be allowed to play outside! You begin to imagine all the fun you can have. First you imagine what you will do by yourself when you get outside. Then you begin to think about what you and your best friend can do outside together. Finally you imagine what you and all of your friends could do together outside in the warm sunshine. Now your teacher wants you to actually demonstrate the different movements you could do if you were by yourself, if you were with a friend and if you were with lots of people. You should also be able to explain why you chose the movements you did.	<b>Other evidence:</b>  <b>Psychomotor:</b> <ul style="list-style-type: none"> <li>• Teacher observation of safe play</li> <li>• Active, positive engagement with peers during physical activities</li> </ul> <b>Cognitive:</b> <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Entrance/exit slips</li> <li>• Listing of rules, safety concerns</li> <li>• Oral discussions</li> <li>• Participation in rule making process</li> </ul> <b>Affective:</b> <ul style="list-style-type: none"> <li>• Student drawings</li> <li>• Oral reflections on participating with others</li> <li>• Teacher observation of sharing with others</li> <li>• Teacher observation of positive interactions with peers</li> <li>• Use of positive words/phrases such as “please”, “thank-you” “will you join me/us?” “my friend”</li> </ul>
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**STANDARD 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

**Grade Cluster Expectations – Grades 3 - 5**

<b>Understandings:</b>	<b>Essential Questions:</b>
Students will understand that.....	<ul style="list-style-type: none"> <li>• What are the behavioral expectations in physical activity</li> </ul>

<ul style="list-style-type: none"> <li>• There are behavioral expectations in physical activity settings</li> </ul>	settings?
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Students will know.... <ul style="list-style-type: none"> <li>• Activity specific rules and safe practices</li> <li>• How to participate productively in small group activities/games (inclusion)</li> <li>• What are characteristics of a good leader</li> <li>• Activities that can be done individually and with others</li> <li>• How to resolve differences/disagreements</li> </ul>	Students will be able to ... <ul style="list-style-type: none"> <li>• Apply and demonstrate rules and safe practices for a specific activity</li> <li>• Demonstrate cooperation in a variety of physical activity settings (diversity)</li> <li>• Demonstrate independence in physical activity settings</li> <li>• Model by leading a small group activity (teacher directed)</li> <li>• Work independently and groups while staying on task</li> <li>• Self-assess participation in physical activity</li> <li>• Use multiple strategies for solving differences or disagreements</li> <li>• Work independently and in groups while staying on task</li> </ul>
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**Stage 2: Assessment Evidence**

<p>Performance tasks: Exit Task A will meet this standard</p> <p>Exit Task A 3-5 You and a group of friends have been hired by Nike to develop a game for other elementary school students. This game must have rules and safety procedures and use only two pieces of equipment. The game must require players to cooperate with each other for the game to be successful. All group members must contribute to the design of the game. Once you have designed your game, Nike wants you to actually play the game with your class. Once you are done playing each group member must report back their thoughts and feelings on how successful the game was in meeting the objectives of designing a safe game that requires all students to participate in a cooperative manner. You may use the following questions to write your report:</p> <ol style="list-style-type: none"> <li>1. Explain how you contributed to the creation of the game. How do you feel about your contribution to the game?</li> <li>2. Write about what made your game successful or not successful? How did you feel about the outcome?</li> <li>3. Would you play this game again? Explain your reasons.</li> </ol>	<p>Other evidence:</p> <p>Psychomotor:</p> <ul style="list-style-type: none"> <li>• Performance of safe play during activities</li> <li>• Playing with groups/peers cooperatively in activity</li> <li>• Self call of rules/etiquette violation during game play</li> </ul> <p>Cognitive:</p> <ul style="list-style-type: none"> <li>• Listing of rules</li> <li>• Designing/participation in rules for game(s)</li> <li>• Refereeing of games</li> <li>• Written tests/rules</li> <li>• Self assessments</li> </ul> <p>Affective:</p> <ul style="list-style-type: none"> <li>• Journals</li> <li>• Personal evaluations of peer interactions</li> <li>• Teacher observation of responsible play</li> </ul>
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**STANDARD 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

**Grade Cluster Expectations – Grades 6-8**

<p><b>Understandings:</b></p>	<p><b>Essential Questions:</b></p>
<p>Students will understand that.....</p> <ul style="list-style-type: none"> <li>• There are personal &amp; social behavioral expectations in physical activity settings.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the personal &amp; social behavioral expectations in physical settings?</li> </ul>
<p>Students will know....</p> <ul style="list-style-type: none"> <li>• Rules and sport specific etiquette</li> <li>• The importance of being open to ability levels</li> <li>• The importance of honest self evaluation</li> <li>• Know the importance and value of self control</li> <li>• Basic leadership skills</li> <li>• How to resolve conflicts</li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>• Play safely within the rules of an activity</li> <li>• Recognize and work with the diverse levels of ability within a variety of physical activities</li> <li>• Exhibit self control in a variety of activities (sport/game)</li> <li>• Lead a small and large group activity (with teacher assistance)</li> <li>• Create and use multiple ways (strategies for solving differences/disagreements)</li> </ul>
<p><b>Stage 2: Assessment Evidence</b></p>	
<p><b>Performance tasks:</b> Exit tasks A &amp; B will meet this standard</p> <p><b>Exit Task A</b> You are a student at Be Strong Middle School. One day in Physical education class your teacher mentions that the past few games your class has played have not worked out well for the entire class and asks for your help. Your goal is to take an <u>existing</u> sport or activity and re-design it to insure that it meets the needs of all the students in your class.</p> <p>Your group should first select a game or activity that either has been played in class or that you would like to play in class. Your group should know all the basic rules of the game, the number of players involved, how a winner is decided and what equipment is needed. Next, decide what modifications you need to make to the game so that every student has meaningful and successful participation in the game.</p> <p>Once your group has made all the modifications you will present your modified game (written and orally) to the rest of the class and get their feedback. After you have gotten feedback, as a group, again make any necessary changes to the game.</p> <p>Once you are happy with your new game you will have the class play it. Your group will provide directions to the game and actively monitor play.</p> <p>After the game is over, each group member will write a reflection on the changes that were made to the game and</p>	<p><b>Other evidence:</b></p> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>• Successful participation in activities</li> <li>• Adaptation of skill to accommodate peer of greater or lesser skill</li> <li>• Self call on rules during play</li> </ul> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>• Modification of rules to accommodate all levels of play</li> <li>• Recognition of need to change play to accommodate diverse population</li> <li>• Entrance/Exit slips</li> <li>• Posters of rules of game and etiquette</li> <li>• Design or modification of a game</li> </ul> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>• Student journals</li> <li>• Student drawings</li> <li>• Teacher observation of student interest in activity</li> <li>• Teacher observation of positive interactions with peers</li> <li>• Self discipline during game/activities</li> <li>• Effective communication during game play</li> <li>• Successful solution to conflicts during game play</li> </ul>

<p>if the changes worked for the class. The reflection discusses how thoughtful the group was in making appropriate changes to the game and if the changes ended up making everyone who played feel that they made a meaningful contribution to the game while having fun playing.</p> <p>Exit Task B</p> <p>Develop own fitness plan (5 health-related components of fitness)</p> <p>You are an 8<sup>th</sup> grade student in the Delaware Public School System and you have just received your results from the “Fitnessgram” physical fitness tests. The Institute for Healthy Young Adults is interested in seeing if youth of today are able to plan healthy lifestyles for themselves. You have been selected to participate in their study. Using your personal “Fitnessgram” test results you have been asked to develop a fitness plan that is intended to improve all health-related components of fitness that were not shown to be within your healthy fitness levels while also maintaining any health-related components of fitness that may currently be within the healthy fitness level.</p> <p>Your plan should:</p> <ul style="list-style-type: none"> <li>-Be a one week plan that could be repeated until a change is needed.</li> <li>-Include at end a list of 4 possible ways you could change your program based on the FITT components.</li> <li>-Must be presented and explained to a review board from the Institute (your teacher and at least two peers)</li> </ul>	
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**STANDARD 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

**Grade Cluster Expectations – Grades 9-12**

<p><b>Understandings:</b></p> <p>Students will understand that....</p> <ul style="list-style-type: none"> <li>• There are personal &amp; social behavioral expectations in physical activity settings.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the personal &amp; social behavioral expectations in physical settings?</li> </ul>
<p>Students will know....</p> <ul style="list-style-type: none"> <li>• The interpretation of rules for games/activities</li> <li>• How to resolve conflict</li> <li>• Personally enjoy activities</li> <li>• How to advance leadership skills</li> <li>• Know the importance of self control</li> <li>• How to safely participate in physical activity</li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>• Assume the role of an official/referee during an activity</li> <li>• Resolve conflicts during activities</li> <li>• Select and perform a variety of activities</li> <li>• Demonstrate/Participate leadership – in a game, as an official, as a coach, as a teacher, in creating a new game</li> <li>• Demonstrate the inclusion of diverse populations in a</li> </ul>

<ul style="list-style-type: none"> <li>• Sport specific etiquette</li> </ul>	<p>variety of physical activities</p> <ul style="list-style-type: none"> <li>• Create and identify a physically safe environment</li> <li>• Demonstrate (sport) etiquette in a variety of physical activity settings</li> </ul>
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Stage 2: Assessment Evidence

<p>Performance tasks: Exit task A will meet this standard</p> <p>Exit Task A You have just accepted the position of Director of New Games with the Fun and Games Corporation. This company’s primary mission is to create and distribute games and activities that promote physical activity for all. As Director it is your job to create, field test and then revise the games based on the feedback.</p> <p>Your first client is Brand New High School. They are looking for a new game to introduce to their high school students that is inclusive and cost effective. The following is a list of their requirements for the game.</p> <ol style="list-style-type: none"> <li>1. There must be a clear description of how to play the game.</li> <li>2. A diagram of the playing area should be given.</li> <li>3. A listing of all required equipment.</li> <li>4. The game must have a minimum of three rules.</li> <li>5. The game must address rules of etiquette.</li> <li>6. The game must be inclusive so that any person, regardless of physical abilities, has the opportunity to actively participate in the game.</li> </ol> <p>Brand New High School also requires at least three written critiques of the game from actual participants. Each critique should address numbers 1-6 above.</p> <p>After receiving the feedback from your clients provide your company Chief Executive Officer (CEO) with a written memo describing how you felt about the initial design of your game and what you see as changes you may have to make in each of the areas after watching it being played and receiving the critiques from the participants.</p>	<p>Other evidence:</p> <p>Psychomotor:</p> <ul style="list-style-type: none"> <li>• Successful participation in activities</li> <li>• Adaptation of skill to accommodate peer of greater or lesser skill</li> <li>• Self call on rules during play</li> <li>• Demonstration of effective/fair play in game</li> <li>• Performance of skills using sharing/cooperation</li> </ul> <p>Cognitive:</p> <ul style="list-style-type: none"> <li>• Modification of rules to accommodate all levels of play</li> <li>• Recognition of need to change play to accommodate diverse population</li> <li>• Entrance/Exit slips</li> <li>• Posters of rules of game and etiquette</li> <li>• Design or modification of a game</li> </ul> <p>Affective:</p> <ul style="list-style-type: none"> <li>• Student journals</li> <li>• Student drawings</li> <li>• Teacher observation of student interest in activity</li> <li>• Teacher observation of positive interactions with peers</li> <li>• Self discipline during game/activities</li> <li>• Effective communication during game play</li> <li>• Successful solution to conflicts during game play</li> <li>• Student assumption of leadership role</li> </ul>
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**STANDARD 6: Creates opportunities for health, enjoyment, challenge, self-expression and/or social interaction through physical activity**

**Grade Cluster Expectations – K-2**

<p><b>Understandings:</b></p>	<p><b>Essential Questions:</b></p>
<p>Students will understand that.....</p> <ul style="list-style-type: none"> <li>Physical activity is fun.</li> </ul>	<ul style="list-style-type: none"> <li>How can I have fun moving?</li> </ul>
<p>Students will know....</p> <ul style="list-style-type: none"> <li>How to have fun in movement</li> <li>Know what physical activity/physical education they like and do not like</li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>Look forward to physical activity/physical education opportunities</li> <li>Continue to try regardless of success in the activity</li> <li>Express their like and dislikes and state their reasons</li> </ul>
<p>Stage 2: Assessment Evidence</p>	
<p><b>Performance tasks:</b> Exit Tasks A &amp; B will meet this standard</p> <p><b>Exit Task A K-2</b> Your Physical Education teacher wants to play “Imagine if”. In this game you imagine that it is winter and your friends cannot play outside. Then you imagine that today is the first day of spring and you will finally be allowed to play outside! You begin to imagine all the fun you can have. First you imagine what you will do by yourself when you get outside. Then you begin to think about what you and your best friend can do outside together. Finally you imagine what you and all of your friends could do together outside in the warm sunshine. Now your teacher wants you to actually demonstrate the different movements you could do if you were by yourself, if you were with a friend and if you were with lots of people. You should also be able to explain why you chose the movements you did.</p> <p><b>Exit Task B K-2</b> Next week is the school open house and you are going to be in the gym showing off what you have learned about being healthy to the parents who are visiting. Your teacher has decided that there will be different stations set up in the gym for students to “show their stuff”. One station will show off activities that help build up the heart muscle. Another station will have students doing activities that work on their flexibility and a third station will be all about working on muscular fitness.</p> <p>In order to be picked to help out that night you have to show that you know what to do at each station and how to answer the following questions about the station.</p> <p>What two activities will you demonstrate at each station for the parents to see?</p>	<p><b>Other evidence:</b></p> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>Continued participation in physical activities</li> </ul> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>Successful completion of exit/entrance slips</li> <li>Verbal indication of favorite activities</li> <li>Verbal indication of likes and dislikes of activity</li> </ul> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>Drawings of fun activities</li> <li>Written indications of enjoyment of moving</li> <li>Choosing to interact with peers without prompting</li> <li>Personal choices when selecting physical activity</li> </ul>

<p>What are other activities you could do at each station?</p> <p>If a parent asked you how fit you were what would you say?</p>	
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**STANDARD 6: Creates opportunities for health, enjoyment, challenge, self-expression and/or social interaction through physical activity**

**Grade Cluster Expectations – Grades 3 - 5**

<b>Understandings:</b>	<b>Essential Questions:</b>
Students will understand that..... Physical activity provides a variety of opportunities for enjoyment and social interaction.	Why do I participate in physical activity?
<b>Students will know....</b> <ul style="list-style-type: none"> <li>• How participation contributes to enjoyment</li> <li>• Learning new skills provides more opportunities for physical activity</li> <li>• Benefits of physical activity/physical education</li> <li>• What/which physical activities provide opportunities for social interaction</li> </ul>	<b>Students will be able to ...</b> <ul style="list-style-type: none"> <li>• Perform a variety of physical activities that they enjoy</li> <li>• Explain the benefits of physical activity/physical education</li> <li>• Participate in physical activity social settings</li> </ul>

**Stage 2: Assessment Evidence**

<p><b>Performance tasks:</b> Exit Tasks A &amp; B will meet this standard Exit Task A 3-5</p> <p>You and a group of friends have been hired by Nike. Your group has been asked to develop a game for other elementary school students. This game must have rules and safety procedures and use only two pieces of equipment. The game must require players to cooperate with each other for the game to be successful. All group members must contribute to the design of the game. Once you have designed your game, Nike wants you to actually play the game with your class. Once you are done playing each group member must report back their thoughts and feelings on how successful the game was in meeting the objectives of designing a safe game that requires all students to participate in a cooperative manner. You may use the following questions to write your report:</p> <ol style="list-style-type: none"> <li>1. Explain how you contributed to the creation of the game. How do you feel about your contribution to the game?</li> <li>2. Write about what made your game successful or not successful? How did you feel about the outcome?</li> </ol>	<p><b>Other evidence:</b></p> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>• Continued participation in activities</li> <li>• Participation in physical activity without prompting</li> <li>• Performance of activities involving one or more peers</li> </ul> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>• Exit/Entrance slips</li> <li>• Oral expression of likes and dislikes of activities</li> <li>• Home logs of physical activity</li> </ul> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>• Journals</li> <li>• Student drawings of favorite/non-favorite activities</li> <li>• Verbal expression of likes and dislikes about physical activity</li> </ul>
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<p>3. Would you play this game again? Explain your reasons.</p> <p>Exit Task B 3-5          You want to apply to be a contestant on the TV show “Are you smarter than a 5<sup>th</sup> grader?” In order to decide who will be on the show the producers ask you to answer a few questions ahead of time. You are very excited because your question is about fitness and you know all about it from your Physical Education classes. Your task is to answer the question to the best of your ability so hopefully you will be selected to be on the show!          Your Question is: If you had a friend who knew nothing about being and staying fit, what information and examples could you provide that would increase their understanding of being fit for their life?          Create one example of a fitness plan that your friend could use to improve their fitness levels.          Be prepared to explain your answer to the producers and to explain why you think it is the best answer of all that they received.</p>	
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**STANDARD 6: Creates opportunities for health, enjoyment, challenge, self-expression and/or social interaction through physical activity**

**Grade Cluster Expectations – Grades 6-8**

<p>Understandings:</p>	<p>Essential Questions:</p>
<p>Students will understand that.....          Physical activity provides a variety of opportunity for enjoyment, social interaction, challenge and/or self-expression.</p>	<p>What makes physical activity meaningful?</p>
<p>Students will know....</p> <ul style="list-style-type: none"> <li>• Their personal likes and dislikes</li> <li>• Their level of skill and enjoyment in various physical activities</li> <li>• Physical activity can be enjoyed when done individually and with others</li> <li>• How physical activity contributes to the quality of their life ( social, emotional and physical well being)</li> <li>• Physical activity offers opportunities for self expression</li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>• Identify their likes and dislikes of a variety of physical activities, including reasons for each</li> <li>• Explain their skill level for variety of physical activities, including reasons for each and does the skill level impact their value of that activity</li> <li>• Discuss or describe how physical activity enhances their quality of life</li> <li>• Exhibit unique self-expression through physical activity</li> <li>• Develop a comprehensive list of physical activities that can be enjoyed throughout physical activity</li> <li>• Develop a comprehensive list of physical activities that can be enjoyed throughout a life span</li> </ul>
<p>Stage 2: Assessment Evidence</p>	
<p>Performance tasks:          Exit tasks A &amp; B will meet this standard</p> <p>Exit task A</p>	<p>Other evidence:          Psychomotor:</p> <ul style="list-style-type: none"> <li>• Participation in a variety of activities</li> <li>• Performance of dance routines</li> </ul>

You are a student at Be Strong Middle School. One day in Physical education class your teacher mentions that the past few games your class has played have not worked out well for the entire class and asks for your help. Your goal is to take an existing sport or activity and re-design it to insure that it meets the needs of all the students in your class.

Your group should first select a game or activity that either has been played in class or that you would like to play in class. Your group should know all the basic rules of the game, the number of players involved, how a winner is decided and what equipment is needed. Next, decide what modifications you need to make to the game so that every student has meaningful and successful participation in the game.

Once your group has made all the modifications you will present your modified game (written and orally) to the rest of the class and get their feedback. After you have gotten feedback, as a group, again make any necessary changes to the game.

Once you are happy with your new game you will have the class play it. Your group will provide directions to the game and actively monitor play.

After the game is over, each group member will write a reflection on the changes that were made to the game and if the changes worked for the class. The reflection discusses how thoughtful the group was in making appropriate changes to the game and if the changes ended up making everyone who played feel that they made a meaningful contribution to the game while having fun playing.

#### Exit Task B

Develop own fitness plan (5 health-related components of fitness)

You are an 8<sup>th</sup> grade student in the Delaware Public School System and you have just received your results from the “Fitnessgram” physical fitness tests. The Institute for Healthy Young Adults is interested in seeing if youth of today are able to plan healthy lifestyles for themselves. You have been selected to participate in their study. Using your personal “Fitnessgram” test results you have been asked to develop a fitness plan that is intended to improve all health-related components of fitness that were not shown to be within your healthy fitness levels while also maintaining any health-related components of fitness that may currently be within the healthy fitness level.

- Participation in physical activity in non-school settings

#### Cognitive:

- Posters promoting physical activity
- Exit/Entrance slips
- Creation of new physical activities
- Video presentation of benefits/participation in lifetime sports

#### Affective:

- Participation in lifetime sports outside school setting
- Journals/logs describing thoughts on lifetime sports
- Self initiated play

<p>Your plan should:</p> <ul style="list-style-type: none"> <li>-Be a one week plan that could be repeated until a change is needed.</li> <li>-Include at end a list of 4 possible ways you could change your program based on the FITT components.</li> <li>-Must be presented and explained to a review board from the Institute (your teacher and at least two peers)</li> </ul>	
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**STANDARD 6: Creates opportunities for health, enjoyment, challenge, self-expression and/or social interaction through physical activity**

<b>Grade Cluster Expectations – Grades 9-12</b>
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<p><b>Understandings:</b></p>	<p><b>Essential Questions:</b></p>
<p>Students will understand that.....</p> <ul style="list-style-type: none"> <li>• Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• What personal meaning do I find through participation in physical activity?</li> </ul>
<p>Students will know....</p> <ul style="list-style-type: none"> <li>• How to set personal goals</li> <li>• Self rewards that come from participating in physical activity</li> <li>• Short/long term benefits of regular participation in physical activity</li> <li>• Self expression through the use of physical activity</li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>• Provide reasons for participation</li> <li>• Reflect on choices of physical activity</li> <li>• Create and determine physical activity opportunities for self fulfillment</li> <li>• Demonstrate self expression through physical activity</li> <li>• Adapt physical activity choices based on life circumstances</li> </ul>

<b>Stage 2: Assessment Evidence</b>
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<p><b>Performance tasks:</b> Exit task A will meet this standard</p> <p>Exit Task A You have just accepted the position of Director of New Games with the Fun and Games Corporation. This company’s primary mission is to create and distribute games and activities that promote physical activity for all. As Director it is your job to create, field test and then revise the games based on the feedback.</p> <p>Your first client is Brand New High School. They are looking for a new game to introduce to their high school students that is inclusive and cost effective. The following is a list of their requirements for the game.</p> <ol style="list-style-type: none"> <li>1. There must be a clear description of how to play the game.</li> <li>2. A diagram of the playing area should be given.</li> <li>3. A listing of all required equipment.</li> <li>4. The game must have a minimum of three rules.</li> </ol>	
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5. The game must address rules of etiquette.
6. The game must be inclusive so that any person, regardless of physical abilities, has the opportunity to actively participate in the game.

Brand New High School also requires at least three written critiques of the game from actual participants. Each critique should address numbers 1-6 above.

After receiving the feedback from your clients provide your company Chief Executive Officer (CEO) with a written memo describing how you felt about the initial design of your game and what you see as changes you may have to make in each of the areas after watching it being played and receiving the critiques from the participants.