

Worthington Schools



Wellness for Life Graded Course of Study 2016

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WORTHINGTON SCHOOLS MISSION STATEMENT AND BELIEFS

Mission

The Worthington Schools Inspires Learning for All.

Vision

We develop life-long learning through visionary leadership, effective teaching and learning practices, wise resource management, and information-based accountability in a safe, positive, and supportive environment.

Beliefs

- Provide a culture of safety and respect for each member of the school community.
- Enhance learning and self-worth by meeting individual needs
- Effectively utilize human, technological, and financial resources.
- Recruit, select, and retain quality staff.
- Expect personal and professional growth of each member of the school community.
- Involve community through engagement, partnership, and collaboration.

PHILOSOPHY AND GOALS OF THE WORTHINGTON BOARD OF EDUCATION

Instructional Philosophy and Goals

A. Generally

The state and the nation need a well-educated and competent citizenry capable of fulfilling the American ideals of opportunity and achievement. It is the responsibility of the Board of Education to articulate the wishes of the community so that the children under its jurisdiction mature to become knowledgeable, active, and concerned citizens capable of dealing with the challenges of a changing technological world.

The Board of Education of the Worthington Schools believes that the instructional program of the district is its first priority and that every effort be made to carefully plan, organize, implement, evaluate, and communicate this program to the community.

Furthermore, the Board believes the general public should be given ample opportunity to participate in the setting of goals for the instructional program and its evaluation. The professional staff is responsible for the implementation of the goals and the Board has the responsibility of seeking from the community the resources necessary to accomplish the mutually agreed upon goals.

B. Philosophical Bases for Instructional Program

The Board believes that the instructional program is an essential ingredient of the school system and, therefore, matters relating to instruction should be carefully planned, organized, evaluated, and communicated to the community. In its role as the representative policy-making body for the school district, the Board establishes the philosophical bases upon which the school district's programs are built.

They are as follows:

- The instructional program will emphasize the development of fundamental skills and a command of basic knowledge while preparing young persons for the rapidly changing and highly technical world in which they live.
- Students will learn how to make critical judgments and to use their inherent creativity to become effective problem solvers.
- Students will learn self-directed study skills which will serve them during and beyond their years of formal schooling.
- The instructional program will foster positive student attitudes toward change and develop in students the capacities necessary for dealing successfully with a changing world.

PHILOSOPHY AND GOALS OF THE WORTHINGTON BOARD OF EDUCATION

- Students will be given varied opportunities to develop their appreciation for the aesthetic aspects of human existence and to develop their talents for artistic self-expression.
- The instructional program will provide varied educational experiences in recognition of the diversity of student abilities, talents and interests.
- The instructional program will provide for the physical and emotional well-being of students.
- Students will be made aware of the interdependence of all peoples and will be encouraged to accept their responsibilities as members of the human family for the survival and welfare of all.
- The instructional program will foster a sense of self-worth and a sense of worth in others along with a sense of responsibility for one's personal development.
- The instructional program will recognize the need for lifelong learning and provide educational opportunities for citizens of all ages.

C. Personnel

The Board recognizes that the successful implementation of the instructional program requires the employment of quality personnel. Furthermore, the Board believes opportunities for continuous personal and professional development are essential for ensuring the vitality of the educational program.

D. Evaluation

The curriculum shall be periodically and systematically reviewed by staff as determined by the superintendent but at a minimum as required by state law.

Wellness 4 Life GCOS

MISSION: Prepare students to live healthy, productive and physically active lives, and to become active advocates within their family and community.

VISION: Expose students to a variety of physical activities within a safe environment. Help students develop knowledge, understanding, and application of sport, components of fitness, and principles of healthy living.

Worthington Wellness 4 Life is committed to empowering all children to lead healthy and active lives through effective physical education and wellness programs.

Core Beliefs:

- Physical activity enhances brain function thus the physically active child will have an advantage in learning.
- The Wellness 4 Life Program will provide all students with a variety of challenges that will contribute to the development and maintenance of their physical, cognitive, and affective well-being.
- Students will be provided a learning foundation to make informed decisions to help them achieve and maintain a healthy lifestyle.

- Physical education is a lifelong process, one that is the primary responsibility of the student, shared by home, district, and community.

Introduction

The Worthington School District's Graded Course of Study for Wellness 4 Life K-12 communicates with staff members, students, parents, and community the overall goals, instructional objectives and the performance expectations of the Wellness 4 Life program. This Graded Course of Study incorporates the Worthington Schools Mission Statement, the Society of Health and Physical Education (SHAPE) standards and the Ohio Physical Education Standards. In addition, this course of study aligns closely with Worthington's Strategic Plan, Focus on the Future, *21st Century Learning*. The document provides the philosophy and goals, as well as the scope and sequence of the Wellness 4 Life program. The program offers teachers a strategy for documenting and tracking student development, progress, participation and achievement over the course of their school career.

The Wellness 4 Life Graded Course of Study reflects the contributions of each Worthington Wellness 4 Life educator, and Jennifer Wene, Chief Academic Officer, coordinating the work of the following teachers who served on the writing committee that developed this document:

Rob Smith
Colt Cunningham

Jim Callahan
Teri O'Brien

Jay Addy
Melanie Williams

George Brinegar
Margo Postak

Philosophy of Wellness 4 Life

The Wellness 4 Life program in the Worthington School District will:

- Be directed to all students
- Offer a variety of fitness, sport, leisure and adventure activities
- Provide information and guidance towards health habits
- Provide a safe and encouraging learning environment
- Utilize and evaluate individual assessments and data
- Incorporate current technology
- Extend beyond the walls of the gymnasium

Wellness 4 Life, is a health-and-wellness-based approach to physical education that caters to ALL students. Students are encouraged to pursue a variety of sports and physical activities (team and individual) – for a lifetime.

The Wellness 4 Life program in the Worthington School District is dedicated to the belief that all students should experience opportunities to:

- develop fundamental motor skills,
- improve their personal level of fitness,
- apply rules of safety, demonstrate positive attitudes toward sportsmanship and character,
- participate in a variety of games, sports and lifetime physical activities,
- accept and understand diversity and make wellness a lifelong priority.

We believe that the Wellness 4 Life curriculum will promote enhanced self-esteem, increased physical skill, more positive attitudes toward fitness, a connection between mind and body, and increased strategies for activity throughout life. Each of these benefits contributes to a more well-rounded individual.

The Worthington School District's Wellness 4 Life program has adopted the national standards for K-12 education, benchmarks, and assessments to measure progress. Knowledge, skills, attitudes and achievements are an integral part of this course of study. Assessments are based on both collected data (fitness-based and skill-based) as well as critical observations. Such evaluations reflect a more authentic strategy that takes place in real-life settings. Research-based Assessment for Learning strategies will be utilized to maximize student learning. Setting high expectations, engaging students in their learning and promoting success for ALL are the values that guide instructional planning and practice.

Ohio Standards for Physical Education (adopted from SHAPE America)

A physically literate individual...

Standard 1 - demonstrates competency in a variety of motor skills and movement patterns.

Standard 2 - applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3 - demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4 - exhibits responsible personal and social behavior that respects self and others.

Standard 5 - recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Personnel

The Board recognizes that the successful and safe implementation of the instructional program requires the employment of quality personnel. Quality personnel is defined as a certified licensed physical education teacher. Furthermore, the Board believes opportunities for continuous personal and professional development are essential for ensuring the vitality of the educational program.

Evaluation

The curriculum shall be periodically and systematically reviewed by staff as determined by the superintendent but at a minimum as required by state law.

Assessment for Learning

The Worthington School District believes the Wellness 4 Life program prepares students to live healthy, productive, and physically active lives for the 21st century. As such, the assessment of what students know and are able to do with Wellness 4 Life should reflect life beyond the classroom. The Wellness 4 Life instructors believe good assessment leads to the increased learning of students and encapsulates the following principles:

- Quality assessment is aligned directly with the identified learning targets or objectives.
- Quality assessment is authentic and real world like.
- Quality assessment improves student learning by providing feedback. It does not just monitor the learning.
- Quality assessment increases student motivation to learn.
- Quality assessment is part of instruction – not separate from it.
- Quality assessment values the process of learning as well as the product of learning.
- Quality assessment includes varied approaches, multiple measures taken across time, and different opportunities for learners to demonstrate outcomes.
- Quality assessment yields comprehensive information about students for effective decision-making.
- Quality assessment reveals the criteria by which student performance is judged. These criteria are understood in advance, explicit, and appropriate to the task.
- Quality assessment includes opportunities for students to gain feedback about their progress towards the learning objectives through self-assessment.
- Quality assessment engages students with significant learning and is worthy of their time

Formative and Summative Assessment

Assessments fall into two general categories of formative and summative.

Formative assessments provide information to students to improve learning and for the teachers to adjust the instruction.

Summative assessments usually occur at the end of a unit and are used to determine what students have learned and the quality of that learning.

As indicated in the philosophy, the Wellness 4 Life program relies heavily on standards that can be measured by both numerical scales and critical observations. Formative and Summative assessment techniques in the program include:

Teacher Observation

Skills Testing

Observational records and checklists

Fitness Testing (Fitnessgram report grades)

Portfolio

Student interviews

Self assessments

Oral Reports

Peer Feedback

Written reports and tests

Group project ODE PE Assessments (2nd and 5th

Student journals

Parental reports

Integration of Curriculum

[Elementary Wellness 4 Life Activities in the Gym](#)

[Physical Activity Breaks in the School](#) - Elementary Aged Students

[Physical Activity at Home](#) - Elementary Aged Students

ELEMENTARY Wellness 4 Life STANDARDS, BENCHMARKS, VOCABULARY, and ASSESSMENTS

<p>Standard 1 Demonstrates competency in a variety of motor skills and movement patterns.</p>	
<p>Grades K-2</p>	
<p>Benchmark A: Demonstrate locomotor and non-locomotor skills in a variety of ways.</p>	
<p>Kindergarten <i>Locomotor skills</i> <i>Non-locomotor</i></p>	<p><u>Learning Targets/Indicators - I CAN...</u></p> <ol style="list-style-type: none"> 1. Demonstrate walk, run and slide locomotor skills using critical elements. 2. Explore locomotor skills of jump, gallop, skip, hop and leap in a stable environment. 3. Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and a stable environment. 4. Balance using a variety of body parts (e.g., 1/2/3/4 point balances) and body shapes (e.g., wide, narrow, twisted). 5. Transfer weight by rocking and rolling. 6. Move in time with a changing beat (e.g., music, drum, clap, stomp).
<p>Grade One <i>Locomotor skills</i> <i>Non-locomotor</i></p>	<p><u>Learning Targets/Indicators - I CAN...</u></p> <ol style="list-style-type: none"> 1. Demonstrate gallop and hop locomotor skills using critical elements. 2. Perform locomotor skills (e.g., walk, run, gallop, slide, hop) while changing pathway, direction and/or speed. 3. Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g., mirroring or matching a partner) stimuli. 4. Balance in a variety of ways using equipment (e.g., balance ball or board) and/or apparatus (e.g., beam or box). 5. Perform a variety of different rocking (e.g., forward/backward, side/side) and rolling skills (e.g., log, egg, parachute, circle, shoulder). 6. Move to a rhythmic beat or pattern.
<p>Grade Two <i>Locomotor skills</i> <i>Non-locomotor</i></p>	<p><u>Learning Targets/Indicators - I CAN...</u></p> <ol style="list-style-type: none"> 1. Demonstrate all fundamental locomotor skills (walk, run, slide, gallop, hop, skip, jump, leap) using critical elements. 2. Perform combinations of locomotor, non-locomotor, weight transfer and static and dynamic balance skills. 3. Perform combinations of non-locomotor and locomotor skills in a movement pattern. 4. Demonstrate static and balance skills as part of a movement pattern.

	<ol style="list-style-type: none"> 5. Perform combinations of rolling and balance skills. 6. Perform rhythmic dance steps and sequences.
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<p>Vocabulary: See bolded vocabulary imbedded in targets.</p>
<p>Assessment/ Resources/ Instructional Strategies: observational records and checklists; ODE Physical Education Evaluation Tool (Pilot); running, skipping, hopping, gallop and slide, jumping, rolling, balance, rhythm</p>

<p>Standard 1 Demonstrates competency in a variety of motor skills and movement patterns.</p>
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<p>Grades K-2</p>

<p>Benchmark B: Demonstrate developing control of fundamental manipulative skills.</p>

<p>Kindergarten <i>Manipulative skills</i></p>	<p style="text-align: center;"><u>Learning Targets/Indicators- I CAN...</u></p> <ol style="list-style-type: none"> 1. Throw objects in a variety of ways to oneself. 2. Catch a bounced ball. 3. Use different body parts to strike a lightweight object (e.g., balloon) and keep it in the air. 4. Kick a stationary ball. 5. Dribble objects with the hand in a closed or stable environment. 6. Roll a ball underhand.
<p>Grade One <i>Manipulative skills</i></p>	<p style="text-align: center;"><u>Learning Targets/Indicators- I CAN...</u></p> <ol style="list-style-type: none"> 1. Throw using variations in time/force. 2. Catch a self-tossed object with hands or an implement. 3. Strike an object (e.g., ball, balloon) using different body parts. 4. Kick a ball for force using a backswing with the kicking leg and stepping next to the ball without hesitating or stopping prior to kick. 5. Dribble an object with hands and feet in a stable environment through self and general space. 6. Roll a ball to a specified target.
<p>Grade Two</p>	<p style="text-align: center;"><u>Learning Targets/Indicators- I CAN...</u></p> <ol style="list-style-type: none"> 1. Throw overhand a variety of objects demonstrating a side orientation.

<i>Manipulative skills</i>	<ol style="list-style-type: none"> 2. Catch objects coming from different directions, heights and speed. 3. Strike a variety of objects with the hand or an implement with purpose to control force/direction. 4. Kick a rolled or moving ball with the laces for power. 5. Dribble a ball with hands and feet using variations in speed, direction, pathway and relationship with objects. 6. Roll a ball or object to a moving target.
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Vocabulary: See **bolded vocabulary** imbedded in targets.

Assessment/ Resources/ Instructional Strategies: observational records and checklists; [ODE Physical Education Evaluation Tool \(Pilot\)](#); catching (with hands), throwing (overhand), kicking, striking with hand, dribbling

Standard 1 Demonstrates competency in a variety of motor skills and movement patterns.	
Grades 3-5	
Benchmark A: Combine locomotor and non-locomotor skills into movement patterns.	
Grade Three <i>Combined skills</i>	<p style="text-align: center;"><u>Learning Targets/Indicators- I CAN...</u></p> <ol style="list-style-type: none"> 1. Perform a sequence of movements (e.g., dance, gymnastics, jump rope) with a beginning, middle and end. 2. Jump rope demonstrating a variety of footwork skills. 3. Balance on different bases of support and on apparatus demonstrating different levels, shapes and patterns. 4. Perform teacher-selected and developmentally appropriate dance steps and movement patterns.
Grade Four <i>Combined skills</i>	<p style="text-align: center;"><u>Learning Targets/Indicators- I CAN...</u></p> <ol style="list-style-type: none"> 1. Perform a movement sequence comprised of both basic and intermediate skills (e.g., dance, gymnastics, jump rope). 2. Jump rope demonstrating a variety of footwork and arm action skills. 3. Combine balance and weight transfer skills in a movement sequence. 4. Combine locomotor movement patterns and dance steps to create and perform a dance.

<p>Grade Five <i>Combined skills</i></p>	<p style="text-align: center;"><u>Learning Targets/Indicators- I CAN...</u></p> <ol style="list-style-type: none"> 1. Perform a movement sequence comprised of both basic and intermediate skills (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements. 2. Jump rope demonstrating a variety of footwork, arm action skills and/or tricks of choice. 3. Combine balance and transferring weight with movement skills in a gymnastics or dance sequence. 4. Combine skills in dances with correct rhythm and pattern.
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Vocabulary: See **bolded vocabulary** imbedded in targets.

Assessment/ Resources/ Instructional Strategies: observational records and checklists; [ODE Physical Education Evaluation Tool \(Pilot\)](#); jump roping, gymnastics, or dance

Standard 1
Demonstrates competency in a variety of motor skills and movement patterns.

Grades 3-5

Benchmark B: Apply the critical elements of fundamental manipulative skills in a variety of physical activities.

<p>Grade Three <i>Application of skills</i></p>	<p style="text-align: center;"><u>Learning Targets/Indicators- I CAN...</u></p> <ol style="list-style-type: none"> 1. Throw overhand with force using appropriate critical elements. 2. Catch a variety of objects in dynamic conditions using the critical elements. 3. Strike an object with an implement using the critical elements. 4. Kick a ball with the inside of the foot to a target using the critical elements. 5. Dribble and maintain control while moving through space using the critical elements. 6. Send (e.g., pass, roll) an object to a target using critical elements in a stable environment.
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<p>Grade Four <i>Application of skills</i></p>	<p style="text-align: center;"><u>Learning Targets/Indicators- I CAN...</u></p> <ol style="list-style-type: none"> 1. Throw overhand with varying degrees of force using appropriate critical elements to reach different distances. 2. Catch two-handed during a game or game-like situation using the critical elements.
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	<ol style="list-style-type: none"> 3. Strike an object with an implement using the critical elements. 4. Kick a ball with the inside of the foot using the critical elements to targets at different distances, locations and relationship to objects. 5. Dribble with control while moving through space to avoid stationary objects using the critical elements. 6. Send (e.g., pass, roll) an object to a target using critical elements while varying space, distance, location and relationship to objects.
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<p>Grade Five <i>Application of skills</i></p>	<p><u>Learning Targets/Indicators- I CAN...</u></p> <ol style="list-style-type: none"> 1. Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements. 2. Catch with an implement (e.g., glove, scoop) using the critical elements. 3. Strike an object with an implement using critical elements in relation to distance, space and direction demands. 4. Receive a kick, dribble and then kick a ball to a target using the critical elements (e.g., move into line with the ball, receiving foot to the ball, move the ball in the direction of the dribble, keep the ball close in the dribble, pass to target). 5. Dribble under control during a game or game-like situation using the critical elements. 6. Send (e.g., pass, roll) an object using critical elements while varying body, space, effort and relationship to defenders.
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<p>Vocabulary: See bolded vocabulary imbedded in targets.</p>
<p>Assessment/ Resources/ Instructional Strategies: observational records and checklists; ODE Physical Education Evaluation Tool (Pilot); throwing; catching with an implement; striking, receive/dribble/pass with the feet; dribbling a basketball, hockey puck, or ball</p>

<p>Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	
<p>Grades K-2</p>	
<p>Benchmark A: Demonstrate knowledge of movement concepts related to body, space, effort and relationships.</p>	
	<p><u>Learning Targets/Indicators- I CAN...</u></p>

<p>Kindergarten <i>Movement concepts</i></p>	<ol style="list-style-type: none"> 1. Establish a movement vocabulary through exploration of body, space, effort and relationships. 2. Recall pathways, direction, levels and relationships (e.g., near/far, lead/follow). 3. Distinguish between different degrees of effort (e.g., strong, weak, fast, slow, bound, free). 4. Identify boundaries for self-space and general space.
<p>Grade One <i>Movement concepts</i></p>	<p><u>Learning Targets/Indicators- I CAN...</u></p> <ol style="list-style-type: none"> 1. Describe movement vocabulary terms in body, space, effort and relationships. 2. Demonstrate an understanding of relationships (e.g., lead, follow, over, under) in a variety of physical activities. 3. Apply different degrees of force, speed and direction when directed by the teacher. 4. Apply concepts of self and general space to accomplish movement tasks.
<p>Grade Two <i>Movement concepts</i></p>	<p><u>Learning Targets/Indicators- I CAN...</u></p> <ol style="list-style-type: none"> 1. Apply movement vocabulary of body, space, effort and relationships to complete movement tasks. 2. Apply movement concepts to modify performance (e.g., use more body parts, keep the object closer). 3. Apply different degrees of effort, force, speed and direction to accomplish a task (e.g., adjust speed). 4. Apply concepts of general and personal space to accomplish movement tasks in movement patterns, games and tasks.

Vocabulary: See **bolded vocabulary** imbedded in targets.

Assessment/ Resources/ Instructional Strategies: observational records and checklists; [ODE Physical Education Evaluation Tool \(Pilot\)](#); levels, space, distance, effort, speed

Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Grades K-2

Benchmark B: Demonstrate knowledge of critical elements of fundamental motor skills.	
Kindergarten <i>Knowledge of critical elements</i>	<u>Learning Targets/Indicators- I CAN...</u> 1. Differentiate among locomotor skills. 2. Repeat cue words for fundamental motor skills.
Grade One <i>Knowledge of critical elements</i>	<u>Learning Targets/Indicators- I CAN...</u> 1. Differentiate among non-locomotor and manipulative skills. 2. Repeat cue words for fundamental motor skills and apply them to improve performance.
Grade Two <i>Knowledge of critical elements</i>	<u>Learning Targets/Indicators- I CAN...</u> 1. Differentiate between locomotor, non-locomotor and manipulative skills. 2. Identify critical elements which lead to successful performance of locomotor, non-locomotor and manipulative skills.

Vocabulary: See **bolded vocabulary** imbedded in targets.

Assessment/ Resources/ Instructional Strategies: observational records and checklists; [ODE Physical Education Evaluation Tool \(Pilot\)](#); 10 question True/False assessment

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	
Grades 3-5	
Benchmark A: Demonstrate and apply basic tactics and principles of movement.	
Grade Three <i>Strategies and tactics</i>	<u>Learning Targets/Indicators- I CAN...</u> 1. Modify movement to meet the demands of a task (e.g., throw with more or less force to reach a target or teammate). 2. Explain how the characteristics of an object (e.g., size, material, weight) affect performance of manipulative skills.

	<ol style="list-style-type: none"> 3. Recognize offensive and defensive situations. 4. Identify the choices to make (e.g., shoot, pass, dribble) to score a goal or point.
Grade Four <i>Strategies and tactics</i>	<p><u>Learning Targets/Indicators- I CAN...</u></p> <ol style="list-style-type: none"> 1. Explain the importance of weight transfer in object propulsion skills (e.g., throw, strike). 2. Describe and demonstrate the correct movement or movement qualities based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (e.g., space, number of players). 3. Identify open space and areas of space to defend in a dynamic environment (e.g., partner or small group dance spacing, proximity to the ball or teammate in small-sided games). 4. Select correct decision when presented with a tactical problem to score (e.g., ball possession, attack, moving an opponent).

Grade Five <i>Strategies and tactics</i>	<p><u>Learning Targets/Indicators- I CAN...</u></p> <ol style="list-style-type: none"> 1. Identify similar patterns/concepts across related activities (e.g., striking with a bat, tennis forehand). 2. Analyze and modify a movement based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (e.g., space, number of players) in a dynamic or changing environment. 3. Demonstrate offensive and defensive positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent). 4. Demonstrate basic decision-making capabilities in simple performance settings (e.g., what skill should I use?).
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Vocabulary: See **bolded vocabulary** imbedded in targets.

Assessment/ Resources/ Instructional Strategies: observational records and checklists; [ODE Physical Education Evaluation Tool \(Pilot\)](#); Small-sided game performance

Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Grades 3-5

Benchmark B: Demonstrate knowledge of critical elements for more complex motor skills.	
Grade Three <i>Principles and critical elements</i>	<u>Learning Targets/Indicators - I CAN...</u> 1. Describe the critical elements of the manipulative skills (e.g., throw, catch, kick, strike) and activity-specific skills. 2. Explain how appropriate practice improves performance.
Grade Four <i>Principles and critical elements</i>	<u>Learning Targets/Indicators - I CAN...</u> 1. Identify correct and incorrect aspects of skill performance using critical elements. 2. Explain how to improve performance of a movement or skill.
Grade Five <i>Principles and critical elements</i>	<u>Learning Targets/Indicators - I CAN...</u> 1. Apply critical elements to analyze and provide feedback on motor-skill performance of others. 2. Suggest ways to improve skill performance using the principles of practice (e.g., part-practice, variable practice, simplifying the environment, identifying key cues).

Vocabulary: See **bolded vocabulary** imbedded in targets.

Assessment/ Resources/ Instructional Strategies: observational records and checklists; [ODE Physical Education Evaluation Tool \(Pilot\)](#); analyzing a skill (strengths, weaknesses, plan to improve)

Standard 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Grades K-2
Benchmark A: Describes current level of physical activity and identifies additional physical activity opportunities.

<p>Kindergarten</p> <p><i>Physical activity knowledge</i></p> <p><i>Evaluate level of physical activity</i></p> <p><i>Healthy habits in relation to physical activity</i></p>	<p><u>Learning Targets/Indicators</u> - I CAN...</p> <ol style="list-style-type: none"> 1. Recognize and differentiate between physical activity and inactivity. 2. Track the amount of physical activity within physical education. 3. Recognize that food provides energy for physical activity.
<p>Grade One</p> <p><i>Physical activity knowledge</i></p> <p><i>Evaluate level of physical activity</i></p> <p><i>Healthy habits in relation to physical activity</i></p>	<p><u>Learning Targets/Indicators</u> - I CAN...</p> <ol style="list-style-type: none"> 1. Identify opportunities for physical activity during the school day. 2. Track the amount of physical activity within the school day. 3. Differentiate between healthy and unhealthy food and beverage choices for physical activity.
<p>Grade Two</p> <p><i>Physical activity knowledge</i></p> <p><i>Evaluate level of physical activity</i></p> <p><i>Healthy habits in relation to physical activity</i></p>	<p><u>Learning Targets/Indicators</u> - I CAN...</p> <ol style="list-style-type: none"> 1. Identify opportunities for physical activity at school, home and in the community. 2. Track the amount of physical activity within the school day and compare it to the recommendation for daily physical activity. 3. Suggest alternatives to unhealthy food and beverage choices related to physical activity.

Vocabulary: See **bolded vocabulary** imbedded in targets.

Assessment/ Resources/ Instructional Strategies: observational records and checklists; [ODE Physical Education Evaluation Tool \(Pilot\)](#); identifying proper guidelines for physical activity

Standard 3

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grades K-2

Benchmark B: Understand the principles, components and practices of health-related physical fitness.

<p>Kindergarten <i>Cardio</i> <i>Muscular strength and endurance</i> <i>Flexibility</i></p>	<p><u>Learning Targets/Indicators - I CAN...</u></p> <ol style="list-style-type: none">1. Recognize activities that could be used to improve each component of health-related fitness.2. Recognize that when one moves fast, the heart beats faster and breathing becomes faster.3. Recognize the importance of muscular strength to support body weight.4. Identify ways to stretch muscles in the body.
<p>Grade One <i>Cardio</i> <i>Muscular strength and endurance</i> <i>Flexibility</i></p>	<p><u>Learning Targets/Indicators - I CAN...</u></p> <ol style="list-style-type: none">1. Identify activities that align with each component of health-related fitness.2. Identify the heart as a muscle that grows stronger with exercise and physical activity.3. Identify ways to strengthen muscles.4. Identify ways to stretch muscles in the upper and lower body.
<p>Grade Two <i>Cardio</i> <i>Muscular strength and endurance</i> <i>Flexibility</i></p>	<p><u>Learning Targets/Indicators - I CAN...</u></p> <ol style="list-style-type: none">1. Recall activities that align with each component of health-related fitness.2. Name activities that increase heart rate.3. Identify activities to improve muscular strength.4. Identify ways to stretch muscles in various parts of the body.

Vocabulary: See **bolded vocabulary** imbedded in targets.

Assessment/ Resources/ Instructional Strategies: observational records and checklists; [ODE Physical Education Evaluation Tool \(Pilot\)](#); identify healthy choices

Standard 3

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grades 3-5

Benchmark A: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.

<p>Grade Three <i>Physical activity knowledge</i> <i>Evaluate level of physical activity</i> <i>Healthy habits in relation to physical activity</i></p>	<p><u>Learning Targets/Indicators - I CAN...</u></p> <ol style="list-style-type: none">1. Identify school, home and community physical activity opportunities to meet physical activity guidelines.2. Track physical activity minutes inside and outside of school to determine progress toward daily recommendation.3. Identify a variety of nutritious food choices from each food group that will help balance the body with physical activity.
<p>Grade Four <i>Physical activity knowledge</i> <i>Evaluate level of physical activity</i> <i>Healthy habits in relation to physical activity</i></p>	<p><u>Learning Targets/Indicators - I CAN...</u></p> <ol style="list-style-type: none">1. Identify school, home and community physical activity opportunities to meet physical activity guidelines.2. Track physical activity minutes to determine progress toward daily recommendation.3. Recognize the benefits of food choices from each food group related to physical activity.
<p>Grade Five <i>Physical activity knowledge</i> <i>Evaluate level of physical activity</i> <i>Healthy habits in relation to physical activity</i></p>	<p><u>Learning Targets/Indicators - I CAN...</u></p> <ol style="list-style-type: none">1. Identify school, home and community physical activity opportunities to meet physical activity guidelines.2. Track physical activity minutes to determine progress toward daily recommendation.3. Discuss the benefits of healthy eating in relation to physical activity.

Vocabulary: See **bolded vocabulary** imbedded in targets.

Assessment/ Resources/ Instructional Strategies: observational records and checklists; [ODE Physical Education Evaluation Tool \(Pilot\)](#); tracking physical activity

Standard 3

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grades 3-5

Benchmark B: Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.

<p>Grade Three <i>Health-related fitness knowledge</i> <i>Cardio</i> <i>Muscular strength and endurance</i> <i>Flexibility</i> <i>Planning</i> <i>(FITT and other principles)</i></p>	<p><u>Learning Targets/Indicators - I CAN...</u></p> <ol style="list-style-type: none"> 1. Identify specific activities that could improve each health-related fitness component. 2. Assess heart rate during physical activity and exercise. 3. Identify activities to improve muscular strength and endurance in the core area. 4. Recognize the importance of warm-up and cool-down activities. 5. Analyze the results of a fitness assessment to determine areas in a healthy fitness zone (HFZ). 6. Identify the frequency and type of exercise in relationship to the FITT principle.
<p>Grade Four <i>Health-related fitness knowledge</i> <i>Cardio</i> <i>Muscular strength and endurance</i> <i>Flexibility</i> <i>Planning</i> <i>(FITT and other principles)</i></p>	<p><u>Learning Targets/Indicators - I CAN...</u></p> <ol style="list-style-type: none"> 1. Link specific activities to the appropriate health-related fitness component. 2. Interpret heart rate during physical activity and exercise to sustain a moderate to vigorous activity for longer periods of time. 3. Identify activities to improve muscular strength and endurance in the upper and lower body. 4. Identify warm-up and cool-down activities. 5. Analyze the results of a fitness assessment to determine areas in the HFZ and those that need improvement. 6. Identify the intensity and time of exercise in relationship to the FITT principle.

Vocabulary: See **bolded vocabulary** imbedded in targets.

Assessment/ Resources/ Instructional Strategies: observational records and checklists; [ODE Physical Education Evaluation Tool \(Pilot\)](#); analyzing fitness results and health-related fitness principles

Standard 4

Exhibits responsible personal and social behavior that respects self and others.

Grades K-2

Benchmark A: Know and follow procedures and safe practices.

Kindergarten <i>Self-direction</i> <i>Safety</i>	<p><u>Learning Targets/Indicators</u> - I CAN...</p> <ol style="list-style-type: none">1. Respond positively to reminders of appropriate safety procedures.2. Follow directions and handle equipment safely.3. Work independently and safely in self and shared space.4. Explain rules related to safety and activity-specific procedures.
Grade One <i>Self-direction</i> <i>Safety</i>	<p><u>Learning Targets/Indicators</u> - I CAN...</p> <ol style="list-style-type: none">1. Respond positively to reminders of appropriate safety procedures.2. Follow directions and handle equipment safely.3. Work independently and complete activities.4. Explain rules related to safety and activity-specific procedures.
Grade Two <i>Self-direction</i> <i>Safety</i>	<p><u>Learning Targets/Indicators</u> - I CAN...</p> <ol style="list-style-type: none">1. Respond positively to reminders of appropriate safety procedures.2. Follow directions and handle equipment safely.3. Complete activities and take responsibility for actions.4. Explain rules related to safety and activity-specific procedures.

Vocabulary: See **bolded vocabulary** imbedded in targets.

Assessment/ Resources/ Instructional Strategies: observational records and checklists; [ODE Physical Education](#)

[Evaluation Tool \(Pilot\)](#); formative assessment on responsible behavior

Standard 4

Exhibits responsible personal and social behavior that respects self and others.

Grades 3-5

Benchmark A: Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.

<p>Grade Three <i>Self-direction</i> <i>Safety</i></p>	<p><u>Learning Targets/Indicators</u> - I CAN...</p> <ol style="list-style-type: none"> 1. Follow rules, safe practices and engage in class activities. 2. Identify equipment-specific safety rules and follow them. 3. Recognize characteristics of the equipment and environment that affect safe play.
<p>Grade Four <i>Self-direction</i> <i>Safety</i></p>	<p><u>Learning Targets/Indicators</u> - I CAN...</p> <ol style="list-style-type: none"> 1. Follow rules and safe practices and engage in class activities. 2. Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others). 3. Engage in activities and stay on task with prompts and encouragement from others.
<p>Grade Five <i>Self-direction</i> <i>Safety</i></p>	<p><u>Learning Targets/Indicators</u> - I CAN...</p> <ol style="list-style-type: none"> 1. Adhere to class and activity-specific rules and safe practices. 2. Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others). 3. Engage in activities and take responsibility for actions.

Vocabulary: See **bolded vocabulary** imbedded in targets.

Assessment/ Resources/ Instructional Strategies: observational records and checklists; [ODE Physical Education Evaluation Tool \(Pilot\)](#); formative assessment on responsible behavior

Standard 4

Exhibits responsible personal and social behavior that respects self and others.

Grades 3-5

Benchmark B: Interact and communicate positively with others.**Grade Three***Cooperation**Respect**Resolving
conflict***Learning Targets/Indicators - I CAN...**

1. Work cooperatively with a partner in the development of an activity, dance sequence or game.
2. Cooperate with a partner or small group by taking turns and sharing equipment.
3. Demonstrate acceptance of skill and ability of others through **verbal and non-verbal behavior**.
4. Demonstrate cooperation with others when **resolving conflict**.

Grade Four*Cooperation**Respect**Resolving
conflict***Learning Targets/Indicators - I CAN...**

1. Listen, discuss options and develop a plan to **accomplish** a partner or group task or to improve play.
2. Participate with a group in **cooperative problem-solving activities**.
3. Demonstrate cooperation with and respect for peers different from oneself.
4. Demonstrate cooperation with others when resolving conflict.

Grade Five*Cooperation**Respect**Resolving
conflict***Learning Targets/Indicators - I CAN...**

1. Lead, follow and support group members to improve play in cooperative and competitive settings.
2. **Evaluate personal behavior** to ensure **positive effects** on others.
3. Demonstrate respectful and responsible behavior toward peers different from oneself.
4. Demonstrate cooperation with others when resolving conflict.

Vocabulary: See **bolded vocabulary** imbedded in targets.**Assessment/ Resources/ Instructional Strategies:** observational records and checklists; [ODE Physical Education Evaluation Tool \(Pilot\)](#); formative assessment on responsible behavior

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
Grades K-2	
Benchmark A: Identifies health benefits as reasons to value physical activity.	
Kindergarten <i>Health reasons to be physically active</i>	<u>Learning Targets/Indicators - I CAN...</u> 1. Recognize physical activity has positive health benefits .
Grade One <i>Health reasons to be physically active</i>	<u>Learning Targets/Indicators - I CAN...</u> 1. Recognize more physical activity leads to additional health benefits.
Grade Two <i>Health reasons to be physically active</i>	<u>Learning Targets/Indicators - I CAN...</u> 1. Identify specific health benefits from participation in daily physical activity.

Vocabulary: See **bolded vocabulary** imbedded in targets.

Assessment/ Resources/ Instructional Strategies: observational records and checklists; [ODE Physical Education Evaluation Tool \(Pilot\)](#); specifying health benefits of daily physical activity and personal reasons for enjoyment

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
Grades 3-5	
Benchmark B: Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.	
Grade Three <i>Values physical activity through various means</i>	<u>Learning Targets/Indicators - I CAN...</u> . Identify reasons for enjoying a selected physical activity. . Identify the feelings that come with the challenge of learning a new physical activity.

	<p>Recognize that physical activity provides opportunities for social interaction.</p>
<p>Grade Four <i>Values physical activity through various means</i></p>	<p><u>Learning Targets/Indicators</u> - I CAN...</p> <ol style="list-style-type: none"> 1. Identify specific reasons for enjoying a selected physical activity. 2. Identify aspects of a physical activity that are challenging. 3. Identify the social benefits of a selected physical activity.
<p>Grade Five <i>Values physical activity through various means</i></p>	<p><u>Learning Targets/Indicators</u> - I CAN...</p> <ol style="list-style-type: none"> 1. Identify multiple specific reasons for enjoying a selected physical activity. 2. Identify aspects of a physical activity that are challenging, yet enjoyable. 3. Identify specific social benefits of a selected physical activity.

Vocabulary: See **bolded vocabulary** imbedded in targets.

Assessment/ Resources/ Instructional Strategies: observational records and checklists; [ODE Physical Education Evaluation Tool \(Pilot\)](#); select activity and identify health benefits as well as physical, emotional, and intellectual benefits. Produce a finished product (poster, brochure, or flyer)

STANDARDS OF ASSESSMENT
MIDDLE SCHOOL: Grades 7-8

<p>Standard One:</p> <p>Demonstrate competency in a variety of motor skills and movement patterns.</p>	
<p>Benchmark A:</p> <p>Demonstrate movement skills and patterns in a variety of individual activities and lifetime physical activities.</p>	
<p>Cluster:</p> <p>Specialized skills and movement patterns.</p>	<p>Pacing:</p> <p>2 Weeks (10 school days)</p>
<p>Indicators:</p> <p>Demonstrate a routine that includes variety of movement patterns in dance, gymnastics, or fitness (i.e. Yoga, Zumba) with a partner or small group.</p> <p style="text-align: center;">Or</p> <p>Perform basic folk/line-dance sequences to music.</p>	<p>Learning Targets:</p> <p>I can perform a 1-2 minute movement pattern routine.</p>
<p>Content Vocabulary:</p> <p>Synchronization, rhythm, locomotor, movement pattern, line-dance, square dance, time.</p>	<p>Academic Vocabulary:</p> <p>Refer to the vocabulary list.</p>
<p>Formative Assessments:</p> <p>Refer to assessment appendix.</p>	<p>Summative Assessments:</p> <p>Refer to assessment appendix.</p>
<p>Resources:</p> <p>Music, computer, internet</p>	<p>Enrichment Strategies:</p> <p>Create your own routine.</p>
<p>Integrations:</p> <p>Combine with choir or band as an option.</p>	<p>Intervention Strategies:</p> <p>Can work alongside video (mimic).</p>

<p>Standard One:</p> <p>Demonstrate competency in a variety of motor skills and movement patterns.</p>	
<p>Benchmark: B</p> <p>Demonstrate critical elements of specialized manipulative skills in a variety of settings.</p>	
<p>Cluster:</p> <p>Application of specialized manipulative skills.</p>	<p>Pacing:</p> <p>Ongoing throughout course.</p>
<p>Indicators:</p> <p>Send, receive, dribble and shoot using appropriate critical elements.</p> <p style="text-align: center;">and</p> <p>Strike and field an object with foot, hand or implement using appropriate critical elements.</p> <p style="text-align: center;">and</p> <p>Send an object to a target.</p>	<p>Learning Targets:</p> <p>I can send, receive, dribble and shoot in practice and game formats.</p> <p>I can strike an object with hand, foot or implement in practice and game formats.</p> <p>I can send an object to a target.</p>
<p>Content Vocabulary:</p> <p>Refer to the vocabulary list for game, form, and position terminology.</p>	<p>Academic Vocabulary:</p> <p>Refer to the vocabulary list.</p>
<p>Formative Assessments:</p> <p>Refer to assessment appendix.</p>	<p>Summative Assessments:</p> <p>Refer to assessment appendix.</p>
<p>Resources:</p> <p>Equipment, fields, courts, and youtube.</p>	<p>Enrichment Strategies:</p> <p>Skill grouping, offer clubs and/or extracurriculars.</p> <p>Application to game situations.</p>
<p>Integrations:</p> <p>Archery combined with social studies.</p>	<p>Intervention Strategies:</p> <p>Skill grouping and remediation.</p>

<p>Standard Two:</p> <p>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	
<p>Benchmark: A</p> <p>Apply tactical concepts and performances principles in game-like situations</p>	
<p>Cluster:</p> <p>Tactics and principles.</p>	<p>Pacing:</p> <p>Ongoing throughout course.</p>
<p>Indicators:</p> <p>Create space and position self to create and defend scoring opportunities. and Select correct decision in game-like settings.</p>	<p>Learning Targets:</p> <p>I can create and defend space in practice and game situations. I can make correct decisions in a game setting situations.</p>
<p>Content Vocabulary:</p> <p>Refer to the vocabulary list for game, form, and position terminology.</p>	<p>Academic Vocabulary:</p> <p>Refer to the vocabulary list.</p>
<p>Formative Assessments:</p> <p>Refer to assessment appendix.</p>	<p>Summative Assessments:</p> <p>Refer to assessment appendix.</p>
<p>Resources:</p> <p>Equipment, fields, courts, and youtube.</p>	<p>Enrichment Strategies:</p> <p>Skill grouping, offer clubs and/or extracurriculars. Application to game situations.</p>
<p>Integrations:</p> <p>Extracurricular activities.</p>	<p>Intervention Strategies:</p> <p>Skill grouping and remediation.</p>

<p>Standard Two:</p>	
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Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	
Benchmark: B Demonstrate knowledge of critical elements and biomechanical principles for specialized skills	
Cluster: Principles and critical elements.	Pacing: Homework
Indicators: Analyze movement using critical elements Identify ways to improve movement performance.	Learning Targets: I can identify critical elements in specialized skills . I can identify common errors in skill performance.
Content Vocabulary: Refer to the vocabulary list for game, form, and position terminology.	Academic Vocabulary: Refer to the vocabulary list.
Formative Assessments: Refer to assessment appendix.	Summative Assessments: Refer to assessment appendix.
Resources: Internet	Enrichment Strategies: Design a practice plan to improve skills and team concepts.
Integrations: N/A	Intervention Strategies: Present orally to teacher.

Standard Three: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness	
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Benchmark: A Develop a plan to meet the recommendation for daily physical activity	
Cluster: Physical activity knowledge. Evaluate level of physical activity	Pacing: Daily
Indicators: Analyze and identify a variety of moderate to vigorous physical activity opportunities to meet daily needs. and Analyze assessment data and create a plan to improve or maintain activity levels.	Learning Targets: I can be active for 60 minutes a day. I can develop a physical activity schedule.
Content Vocabulary: Refer to the vocabulary list.	Academic Vocabulary: Refer to the vocabulary list.
Formative Assessments: Refer to assessment appendix.	Summative Assessments: Refer to assessment appendix.
Resources: Recreation centers, playgrounds, fields, parks, etc.	Enrichment Strategies: Increase the variety and/or time of physical activity.
Integrations: Health class.	Intervention Strategies: Modified exercises or workload.

Standard: Three Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness	
Benchmark: B Utilize principles and practices to design a	

personalized health related fitness plan.	
Cluster: Health-related fitness knowledge. Healthy habits in relation to fitness.	Pacing: Ongoing throughout the course.
Indicators: Identify activities to improve physical fitness. Design a fitness plan based on the results of fitness assessments. Identify healthy food choices and appropriate servings to balance calorie intake with energy expenditure.	Learning Targets: I can identify healthy food choices. I can create a fitness plan.
Content Vocabulary: Refer to the vocabulary list for game, form, and position terminology.	Academic Vocabulary: Refer to the vocabulary list.
Formative Assessments: Refer to assessment appendix.	Summative Assessments: Refer to assessment appendix
Resources: Equipment, fields, courts	Enrichment Strategies: Study food labels. Apply FITT principles.
Integrations: Health class.	Intervention Strategies: Guided fitness plan.

Standard: Four Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.	
Benchmark: A Develop and apply rules, safe practices and	

procedures in physical activity settings	
Cluster: Safety and self-direction	Pacing: Ongoing throughout the course
Indicators: Work cooperatively with peers Acknowledge and apply rules to ensure safety Take responsibility for actions	Learning Targets: I can work cooperatively with others I can follow the rules of the activity
Content Vocabulary: Refer to the vocabulary list for game, form, and position terminology.	Academic Vocabulary: Refer to the vocabulary list.
Formative Assessments: Refer to assessment appendix	Summative Assessments: Refer to assessment appendix.
Resources: Teacher, rule books	Enrichment Strategies: Create your own game or game adaptation
Integrations: All classes.	Intervention Strategies: Skill grouping

Standard: Four Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.	
Benchmark: B Communicate effectively with others to promote respect and conflict resolution in physical activity settings.	
Cluster: Respect, conflict resolution, and cooperation.	Pacing: Ongoing throughout the course.

<p>Indicators: Demonstrate cooperation with all students and teachers.</p> <p>Provide support and positive suggestions in a group.</p> <p>Demonstrate and encourage respect.</p>	<p>Learning Targets: I can be a positive participant with all students.</p> <p>I can accept decisions made by officials.</p> <p>I can resolve conflict in a positive way.</p>
<p>Content Vocabulary: Refer to the vocabulary list for game, form, and position terminology.</p>	<p>Academic Vocabulary: Refer to the vocabulary list.</p>
<p>Formative Assessments: Refer to assessment appendix.</p>	<p>Summative Assessments: Refer to assessment appendix.</p>
<p>Resources: Ohio physical education assessment rubric.</p>	<p>Enrichment Strategies: Peer evaluation.</p>
<p>Integrations: All classes.</p>	<p>Intervention Strategies: Behavior modifications.</p>

<p>Standard: Five Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	
<p>Benchmark: A Make a connection between participation in physical, emotional and intellectual health.</p>	
<p>Cluster: Healthy reasons to be physically active.</p>	<p>Pacing: Ongoing throughout the course</p>

<p>Indicators: Describe how different physical activities impact emotional and intellectual health.</p> <p>Health benefits that result from physical activities.</p>	<p>Learning Targets: I can identify health reasons to be physically active.</p> <p>I can describe how being physically active impacts me emotionally and intellectually.</p>
<p>Content Vocabulary: Refer to the vocabulary list for game, form, and position terminology.</p>	<p>Academic Vocabulary: Refer to the vocabulary list.</p>
<p>Formative Assessments: Refer to assessment appendix.</p>	<p>Summative Assessments: Refer to assessment appendix.</p>
<p>Resources: Online resources</p>	<p>Enrichment Strategies: Creating an advocacy campaign for healthy living.</p>
<p>Integrations: Health class</p>	<p>Intervention Strategies: Choice of platform.</p>

<p>Standard: Five Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	
<p>Benchmark: B Discusses the positive impact physical activity has on his or her life.</p>	
<p>Cluster: Value physical activity through various means</p>	<p>Pacing: Ongoing throughout the course</p>

Indicators: Reasons to enjoy physical activity. Challenges in physical activity. Social benefits of physical activity.	Learning Targets: I can identify positive impacts of physical activity on a person’s life.
Content Vocabulary: Refer to the vocabulary list for game, form, and position terminology.	Academic Vocabulary: Refer to the vocabulary list.
Formative Assessments: Refer to assessment appendix.	Summative Assessments: Refer to assessment appendix.
Resources: Online resources	Enrichment Strategies: Create an advocacy campaign for healthy living.
Integrations: Health class.	Intervention Strategies: Choice of platform

Wellness 4 Life Grades 7-8 Vocabulary

Academic Vocabulary

Demonstrate	Sequence	Wide
Narrow	Balance	Create
Evaluate	Strength	Endurance
Etiquette	Crease	Respect
Repetition	Density	Identify
Technique	Communicate	Safe
Rotation	Advanced	Basic
Technique	Individual	Consistent
Possession	Critical	Moderate
Vigorous	Rigorous	Analyze
Exercise	Frequency	Intensity
Time	Type	Calorie
Nutrient		

Content Vocabulary

Offense	Defense	Jump Shot
Lay Up	Dribble	Chest Pass
Bounce Pass	Overhead Pass	Man to Man
Baseline	Line of Scrimmage	Quarterback
Downs	Sideline	End Zone
Out of Bounds	Goal Kick	Corner Kick
Throw In	Birdie	Overhand
Underhand	Forehand	Backhand
Serve	Smash	Rotation
Singles	Doubles	Offsides
Touchdown	Slapshot	Faceoff
Goalie	Crease	Static
Stretch	Sportsmanship	Teamwork
Balance	Advocate	Wellness
Dynamic Stretch	Volley	Flexibility
Target Heart Rate	Endurance	Etiquette
Synchronization	Resting Heart Rate	Strength
Repetition	Body Composition	Abdominals
Bicep	Tricep	Hamstring
Quadricep	Target	Bow
Quiver	Fletching	Aim
Dodge	Opposition	Force Out
Tag Up	Pitch	Burpee
Push Up	Sit Up	Crunch
Squat	Lunge	Sprint
Jog	Plank	Narrow
Wide	Line Dance	Square Dance
Rhythm	Movement Pattern	Complex
Demonstrate	Evaluate	Create
Advanced	Basic	Identify
Sequence	Individual	Team
Consistent	Attack	Teammate
Possession	Guard	Score
Critical	Moderate	Vigorous
Rigorous	Analyze	Exercise

Warm Up
Intensity
Calorie
Locomotor
Safe

Cool Down
Time
Nutrient
Non-Locomotor
Communicate

Frequency
Type
Density
Respect

STANDARDS OF ASSESSMENT

Middle School: Grades 7-8

Recommended Resource: Making Differentiation a Habit: Diane Heacox

We believe in the importance of recognizing and accepting the challenges a student may face physically, emotionally, and academically in the classroom. An effective teacher will recognize the critical differences and be flexible in responding to the students needs. Offering choices to students and allowing them an opportunity to engage in an activity that reflects their learning preferences is important. Differentiation is an ongoing reflective process based on student learning needs and the instructional strategies will differ from year to year based on the needs of the student.

The following strategies are recommended in pursuing the Assessment of Standards 1-5

<i>Formative Assessments</i>	
<i>The following formative assessments are methods used to gather information and gage student progress. They can be either formal or informal strategies but used on a consistent basis. They are used as checkpoints to provide a guideline for our teachers to reflect on student learning progress and decide to move on, re-teach or reinforce content and skills.</i>	
Formal Strategies	Informal Strategies

Daily work Quizzes Demonstrations Portfolio Reviews Logs, records, journals Exit slips Video Demonstration Analysis Preview / Review Sketches, drawings, diagrams Surveys	Oral feedback Descriptive Feedback Student self-evaluation with rubrics/checklists Discussion reflections Directed questions "Thumbs" assessment Homework Scans Grade Scans Critical Reflection Stems
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<p style="text-align: center;"><i>Summative Assessments</i></p> <p style="text-align: center;"><i>The following summative assessments are methods used to measure knowledge, reasoning abilities, performance skills, and the ability to create a product to demonstrate their learning. In a differentiated classroom, the summative assessment will serve as a guideline towards future planning, not an end.</i></p>	
Independent Assessments	Teacher-Facilitated Assessments
Paper/pencil, software, or online format Selected response Extended response Demonstrations Project/products/performances Presentations/exhibits	Interviews Conferences Question/answers Oral examinations One-on-one "staged" tasks Structured observations

STANDARDS OF ASSESSMENT
HIGH SCHOOL: Grades 9-12

Standard 1: Demonstrate Competency In A Variety Of Motor Skills And Movement Patterns	
Benchmark A: Demonstrate combined movement skills and patterns in authentic settings.	
LEARNING TARGET: Student will demonstrate specialized locomotor skills in health-related fitness activities or individual performance activities.	
	INDICATORS:
Wellness 4 Life:	I can demonstrate the correct technique for a variety of advanced skills during a selected indoor/outdoor activity.
Strength Training:	I can design and demonstrate competent performance in an upper, lower, and total body workout using a variety of resistance training exercises.
Flex and Tone:	I can design and demonstrate a personal health-related fitness program that involves total body resistance training exercises with an aerobic component such as fitness walking.
Yoga:	I can design and demonstrate competent performance that involves a warm-up, main body, and cool down poses within a smooth flowing sequence.

Benchmark B: Demonstrate specialized manipulative skills in a variety of settings	
LEARNING TARGET: Student will demonstrate specialized skills in various settings in order to be successful in one or more of the following settings: Invasion Games, Net/Wall Games, Striking/Fielding Games and Target Games.	
Course: Wellness 4 Life	
	INDICATORS:
Invasion Games	I can send, receive, dribble and shoot in specific practice tasks and small-sided games that require specialized skills against a defender.
Net/Wall Games	I can serve, strike and volley in specific practice tasks and small-sided games that require specialized skills against an opponent.
Striking/Fielding	I can hit, throw and catch with velocity and accuracy in small games or game situations that require skill execution.

Target Games	I can demonstrate proper trajectory, accuracy, control and power in games situations that require skill execution.
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Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	
Benchmark A: Apply knowledge of tactical components and strategies in authentic settings	
Benchmark B: Apply biomechanical principles to performance in authentic settings.	
LEARNING TARGET: Student will choose an activity area of their choice and complete a portfolio demonstrating their knowledge of how to apply strategies and biomechanical principles to performance in authentic settings.	
	INDICATORS: Benchmark A
Wellness 4 Life:	I can select an activity of my choosing and describe the strategic, tactical requirements and/or technique needed for successful performance. I can explain how the tactics and strategies in the activity selected are similar to other activities.
Strength Training:	I can describe the proper aspects of technique for successful performance in our primary resistance training exercises: specifically the Bench Press, Military Press, Squat, and Deadlift. I can explain how the technique in these exercises are similar to other exercise movements.
Flex and Tone:	I can describe the proper aspects for successful performance in either resistance training exercises, yoga poses, or aerobic activities such as fitness walking.
Yoga:	I can describe the proper aspects of technique for successful performance of yoga poses: specifically the sun salutation routine. I can explain how the technique in these poses are similar to other pose movements.
	INDICATORS: Benchmark B
All Courses	I can apply biomechanical principles that impact performance (e.g. force, stability, angles, rotation). I can describe the biomechanical principles that affect proper performance and provide cues to improve movement. I can analyze performance and describe the strengths and weaknesses.

Standard 1: Demonstrate Competency In A Variety Of Motor Skills And Movement Patterns

Benchmark A: Demonstrate combined movement skills and patterns in authentic settings.

LEARNING TARGET: Student will demonstrate specialized locomotor skills in health-related fitness activities or individual performance activities.

	INDICATORS:
Wellness 4 Life:	I can demonstrate the correct technique for a variety of advanced skills during a selected indoor/outdoor activity.
Strength Training:	I can design and demonstrate competent performance in an upper, lower, and total body workout using a variety of resistance training exercises.
Flex and Tone:	I can design and demonstrate a personal health-related fitness program that involves total body resistance training exercises with an aerobic component such as fitness walking.
Yoga:	I can design and demonstrate competent performance that involves a warm-up, main body, and cool down poses within a smooth flowing sequence.

Benchmark B: Demonstrate specialized manipulative skills in a variety of settings

LEARNING TARGET: Student will demonstrate specialized skills in various settings in order to be successful in one or more of the following settings: Invasion Games, Net/Wall Games, Striking/Fielding Games and Target Games.

Course: Wellness 4 Life

	INDICATORS:
Invasion Games	I can send, receive, dribble and shoot in specific practice tasks and small-sided games that require specialized skills against a defender.
Net/Wall Games	I can serve, strike and volley in specific practice tasks and small-sided games that require specialized skills against an opponent.
Striking/Fielding	I can hit, throw and catch with velocity and accuracy in small games or game situations that require skill execution.

Target Games	I can demonstrate proper trajectory, accuracy, control and power in games situations that require skill execution.
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Benchmark A: Apply knowledge of tactical components and strategies in authentic settings	
Benchmark B: Apply biomechanical principles to performance in authentic settings.	
LEARNING TARGET: Student will choose an activity area of their choice and complete a portfolio demonstrating their knowledge of how to apply strategies and biomechanical principles to performance in authentic settings.	
	INDICATORS: Benchmark A
Wellness 4 Life:	I can select an activity of my choosing and describe the strategic, tactical requirements and/or technique needed for successful performance. I can explain how the tactics and strategies in the activity selected are similar to other activities.
Strength Training:	I can describe the proper aspects of technique for successful performance in our primary resistance training exercises: specifically the Bench Press, Military Press, Squat, and Deadlift. I can explain how the technique in these exercises are similar to other exercise movements.
Flex and Tone:	I can describe the proper aspects for successful performance in either resistance training exercises, yoga poses, or aerobic activities such as fitness walking.
Yoga:	I can describe the proper aspects of technique for successful performance of yoga poses: specifically the sun salutation routine. I can explain how the technique in these poses are similar to other pose movements.
	INDICATORS: Benchmark B
All Courses	I can apply biomechanical principles that impact performance (e.g. force, stability, angles, rotation). I can describe the biomechanical principles that affect proper performance and provide cues to improve movement. I can analyze performance and describe the strengths and weaknesses.

Standard 3: Demonstrate the knowledge and skill to achieve and maintain a health-enhancing level of physical activity and fitness.

Benchmark A: Develops a current and lifetime physical activity plan.

LEARNING TARGET: Student will recall the amount of physical activity completed over the course of three-days (two weekdays and a weekend day). Based on the data collected students will analyze, develop, and implement a plan to address their lifetime physical activity goals.

	INDICATORS:
All Courses	I can track and identify current and future physical activity opportunities and develop a personal activity plan to meet physical activity guidelines and personal preferences including appropriate, accessible and appealing physical activity resources.

Benchmark B: Implements principles and practices to develop a fitness and nutritional plan to meet individual needs.

LEARNING TARGET: Student will complete a fitness plan assessment and answer specific questions related to the healthy habits, fitness and technology.

	INDICATORS:
Wellness 4 Life:	I can plan health foods,snacks and beverages appropriate for exercise and complete the fitness assessment using forms of technology to help monitor and implement a fitness plan. I can review and evaluate my completed *fitness assessment.
Strength Training:	I can identify pre and post recovery food and drink recommended for energy and proper muscle recovery. I can review and evaluate my completed * fitness assessment.
Flex and Tone:	I can plan and create a calorie balanced nutrition plan appropriate for exercise and use various technology to monitor fitness or implement the fitness plan. I can review and evaluate my completed *fitness assessment.
Yoga:	I can identify food/drink that reduce stress in the body and promote overall health and wellness. I can review and evaluate my completed *fitness assessment.

<i>Fitness Assessments</i>	Refer to Appendix A
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Standard 4: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.	
Benchmark A: Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in physical activity settings.	
Benchmark B: Initiate responsible personal social behavior and positively influence the behavior of others in physical activity settings.	
LEARNING TARGET: Students will demonstrate safe, self-directed, cooperate, respectful and fair play behaviors consistently during physical activity settings.	
	INDICATORS: Benchmark A
Wellness 4 Life:	I can follow safe practices, rules, procedures and etiquette in physical activity settings. I can recognize possible unsafe situations and seek solutions with others to ensure safety of self and others.
Strength Training:	I can follow safe practices, rules, procedures and etiquette in a weight room. I can recognize possible unsafe situations and seek solutions with others to ensure safety of self and others. I can spot for safety of the lifter, each lift requiring a spotter.
Flex and Tone:	I can follow safe practices, rules, procedures and etiquette in physical activity settings. I can recognize possible unsafe situations and seek solutions with others to ensure safety of self and others.
Yoga:	I can follow safe practices, rules, procedures and etiquette in a yoga setting. I can recognize possible unsafe situations during poses and seek solutions with others to ensure safety of self and others.
	INDICATORS: Benchmark B
All Courses	I can consistently engage in appropriate cooperative behaviors in partnerships and/or groupings including leading, following and supporting groups members in cooperative and competitive settings. I can demonstrate and encourage others to respect individuals who may be different background or different skill level including by ALL students.

Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
Benchmark A: Analyzes the activity to identify specific physical, mental, and social health benefits.	
Benchmark B: Expresses multiple, specific reasons (enjoyment, challenge, self-expressions, social) to participate in a selected physical activity.	
LEARNING TARGET: Student develops a marketing campaign for physical activity. They will discuss the physical, emotional, and social health benefits of their favorite activity. Student will identify at least two reasons to participate based on aspects of enjoyment, social benefits, personal challenge, and opportunity for self-expression. The marketing campaign can include a letter, poster, video, or any other acceptable method of communication.	
	INDICATORS: Benchmark A
Wellness 4 Life:	I can analyze and identify at least one physical, emotional, and social benefit of participating in an indoor/outdoor physical activity.
Strength Training:	I can analyze and identify at least one physical, emotional, and social benefit of participating in strength resistance exercises.
Flex and Tone:	I can analyze and identify at least one physical, emotional, and social benefit of participating in a program that involves both resistance training and yoga.
Yoga:	I can analyze and identify at least one physical, emotional, and social benefit of participating in a yoga class.
	INDICATORS: Benchmark B
All Courses	I can provide more than two reasons to participate in my selected activity above that would be enjoyable as a lifetime pursuit. I can provide a clear message about the reasons which relate enjoyment, social aspects, personal challenge, and opportunity for self-expression.

Appendix A: Fitness Assessments

<p><i>*Fitness Assessment Methods</i></p> <p>(1 or more from each category must be incorporated)</p>	<p><i>Cardiovascular Endurance:</i> 1 mile run, 20 meter pacer test, 15 minute fitness walking, 12 minute run</p> <p><i>Muscular Strength & Endurance (abdominals):</i> cadence curl-up; timed sit-up, timed plank.</p> <p><i>Muscular Strength & Endurance (upper body)</i> cadence 90-degree push-up test, timed push-up test, modified push-up test, pull-up test, modified pull-up test.</p> <p><i>Flexibility:</i> sit n reach; trunk lift, range of motion of specified joints.</p> <p><i>Muscular Strength (Strength Training)</i> 3-5 repetition max on bench press, military press, squat, and deadlift.</p> <p><i>Body Composition:</i> weight, height, % body fat, BMI, tape measurement of specified body parts.</p>
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Appendix B: Vocabulary Content

Cross Content Vocabulary All Wellness 4 Life Courses 9-12

Duration	Calories	Proteins	Goals
Intensity	Carbohydrates	Metabolism	Nutrition
Fats	Anaerobic	Body Fat	Fitness
Aerobic	Strength	Organic	Natural
Flexion	Energy	Recovery	Endorphins
Trans fats	Saturated Fat	Unsaturated Fat	Endurance
Weight	Healthy	Warm-up	Cool Down
Fatigue	Obesity	Overweight	Exercise
Heart Rate	Maximum Heart Rate	Cardiovascular	Extention
Elevation	Anterior	Posterior	Balance
Lateral	Physical	Trapezius	Deltoid
Pectorals	Latissimus Dorsi	Tricep	Bicep
Rectus Abdominis	Obliques	Erector Spinae	Glutes
Quadriceps	Hamstrings	Push-ups	Iliopsoas
Tibialis Anterior	Supermans	Flexibility	Stress Reduction
Gastrocnemius	Planks	V-ups	Stretching
Hinge	Exhale	Inhale	

Content Vocabulary Wellness 4 Life

Offense	Defense	Jump Shot	Lay Up
Dribble	Chest Pass	Bounce Pass	Overhead Pass
Man to Man	Baseline	Line of Scrimmage	Quarterback
Downs	Sideline	End Zone	Out of Bounds
Goal Kick	Corner Kick	Throw In	Birdie
Overhand	Underhand	Forehand	Backhand
Serve	Smash	Rotation	Singles
Doubles	Offsides	Touchdown	Slapshot
Faceoff	Goalie	Crease	Teamwork
Sportsmanship	Volley	Score	Target
Bow	Quiver	Fletching	Aim
Attack	Dodge	Opposition	Force Out
Tag Up	Pitch	Teammate	Rhythm
Movement Pattern	Guard	Individual	Team
Possession	Service	Court	Love

Backcourt
Slashing
Power Play
Indirect Kick
Choke Up
Ground Ball
Bump
Birdie

High Sticking
V-Cut
Touches
Direct Kick
Homerun
Dig
Rally Score
Lob

Butt Ending
Back Cut
Handball
Bases Loaded
Double Play
Set
Libero
Drop Shot

Spearing
Time Out
Traps
Grand Slam
Fly-ball
Spike
Shuttlecock
Disc

Content Vocabulary Strength Training

*Flex n Tone

*Set
Abduction
Circuit Training
Atrophy
Barbell
Single Joint Movement
Multiple Joint Movement
Static-isometric
Eccentric
Concentric
*Tricep Extensions
*Push-ups
Good Mornings
*Dumbbell Pullover
*Straight Leg Raises
Deload

*Repetition
Adduction
Superset
*Dumbbell
*Squats
Military Press
*Curls
*Dumbbell Press
*Training Zone
Static-isometric
*Tricep Kickbacks
Flyes
*Calf Raise
*Bicycle Crunch
*Flutter Kicks
*5 Hole Push up

Volume
*Muscular Strength
Repetition Max
Bench Press
Deadlift
*Rest Interval
*Shrugs
Incline Press
*Front Raise
*Lateral Raise
* Glute-Ham Raises
*One Arm Rows
Pop Squats
*Scissor Kicks
Hypertrophy Chart
*Tabada

Accommodation
*Muscular Endurance
*Box Step Ups
Hypertrophy
*Lunges
Training Max
*Dips
*Overhead Press
*Bent-lateral raise
*Upright Row
RDL's
*Bent Over Rows
Renegades
*Russian Twists
Power Training Chart
*Burpee

Content Vocabulary Yoga / Flex n Tone

Dynamic Tension	Core Stability	Alignment	Lever
Yoga	Asans	Pranayama	Namaste
Gratitude	Hatha	Poses	Lotus
Savasana	Prayer	Diamond	Butterfly
Staff	Foot Flaps	Forward Fold	Cat
Cow	Spinal Balance	Superhuman	Extended Child
Chair	Moonflower	Eagle	Legs up the Wall
Cradle the Baby	Table Top	Dolphin	UpDog
Down Dog	Fire Hydrant	Dancer	Crocodile
Chatterunga	3 Legged Dog	Tortoise	Cobra
Sphinx	Mountain	Fish	Rabbit
Thread the Needle	Staff	Warrior 1	Warrior 2
Warrior 3	Triangle	Reverse Warrior	Wild Thing
Straddle Split	Extended Side Angle	Pyramid	Half Moon
Incline Plank	Bow	Camel	Crow
Boat	Spinal Twist	Tree	Happy Baby
Easy Bridge	Pigeon	Sunbird	Windshield Wiper
Sun Salutation	Gorilla	Locust	Intense Floor Stretch
Prayer Squat	Figure 4	Gate	Tiger
Lizard	Starfish	Twisting Lunge	Pose of Nobility
Savasana	Hatha	Relaxation Response	Body Awareness
Cervical	Thoracic	Lumbar	Mindfulness

Appendix C: Assessment Strategies

Recommended Resource: Making Differentiation a Habit: Diane Heacox

We believe in the importance of recognizing and accepting the challenges a student may face physically, emotionally, and academically in the classroom. An effective teacher will recognize the critical differences and be flexible in responding to the students needs. Offering choices to students and allowing them an opportunity to engage in an activity that reflects their learning preferences is important. Differentiation is an ongoing reflective process based on student learning needs and the instructional strategies will differ from year to year based on the needs of the student.

The following strategies are recommended in pursuing the Assessment of Standards 1-5

Formative Assessments <i>The following formative assessments are methods used to gather information and gage student progress. They can be either formal or informal strategies but used on a consistent basis. They are used as checkpoints to provide a guideline for our teachers to reflect on student learning progress and decide to move on, re-teach or reinforce content and skills.</i>	
Formal Strategies	Informal Strategies
Daily work Quizzes Demonstrations Portfolio Reviews Logs, records, journals Exit slips Video Demonstration Analysis Preview / Review Sketches, drawings, diagrams Surveys	Oral feedback Descriptive Feedback Student self-evaluation with rubrics/checklists Discussion reflections Directed questions "Thumbs" assessment Homework Scans Grade Scans Critical Reflection Stems

Summative Assessments <i>The following summative assessments are methods used to measure knowledge, reasoning abilities, performance skills, and the ability to create a product to demonstrate their learning. In a differentiated classroom, the summative assessment will serve as a guideline towards future planning, not an end.</i>	
Independent Assessments	Teacher-Facilitated Assessments
Paper/pencil, software, or online format Selected response Extended response Demonstrations Project/products/performances Presentations/exhibits	Interviews Conferences Question/answers Oral examinations One-on-one "staged" tasks Structured observations

Appendix D: Practices of Differentiation

The Wellness 4 Life Committee believes that effective lessons are flexible and differentiated based on students' learning preferences, interests, and needs. While some activities may be teacher prescribed, others should be offered to students according to their personal choice. A continual reflection on what students know, and need to know, will help in the development of purposeful lessons. The following collection of strategies provide flexibility which is essential when you approach your instruction, and engage students in learning tasks.

Student Choice

- Choice assignments designed by learning preference
- Choice of activity skillfully designed by challenge and complexity level
- Journal prompts provided by teacher and selected by the students based on interest
- Choice of work style: individual, with a partner, in a small groups
- Availability of study guides: Teacher guided notes
- Choice of activity by interest
- Choice of ways to share information

Teacher-Prescribed Formats

- Tasks based on readiness demonstrated in pre-assessment
- Tasks with similar content different levels of difficulty
- Tasks tiered by demonstrated readiness
- Work partners assigned based on same activity knowledge
- Tasks supported with technology resources
- Reading or research in small groups assigned by prior content knowledge
- Same project, student roles assigned by teacher

Appendix E: Resources

Books such as:

Heacox, Diane. *Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms*. Minneapolis, MN: Free Spirit Pub., 2009. Print.

Delavier, Frédéric. *Strength Training Anatomy*. Champaign, IL: Human Kinetics, 2001. Print

Brown, Lee E. *Strength Training*. Champaign, IL: Human Kinetics, 2007. Print.

Boyle, Michael. *Functional Training for Sports: Superior Conditioning for Today's Athlete*. Champaign, IL: Human Kinetics, 2003. Print

Davis, Martha, Elizabeth Robbins. Eshelman, and Matthew McKay. *The Relaxation & Stress Reduction Workbook*. 6th ed. Oakland, CA: New Harbinger Publications, 2008. Print.

Websites such as:

<http://education.ohio.gov/Topics/Ohios-Learning-Standards/Physical-Education>

<http://www.shapeamerica.org>

Seminars and Certification Workshops such as:

Shape National Convention

OAHPERD Annual State Convention

Technology hardware and software

- Fitness Gram software

OAHPERD Annual State Convention

Technology hardware and software

- Fitness Gram software