

Student Name _____

Mansfield City Schools

At Home Learning Packet



School:	Mansfield Senior High
Grade:	Physical Education
Teacher:	Matney, Soliday- Week 1 & Week 2

Standard 1A: A physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Demonstrate combined movement skills and patterns in authentic settings.

You have three options for this part. You MUST choose ONE.

Option 1: You will create a workout routine and list 6 exercises with their critical elements.

Example

Critical Elements of a Barbell Arm Curl

- Hold the barbell with both hands facing up so the wrists, elbows, and shoulders are in a straight line about shoulder-width apart.
- Lift the barbell toward the shoulders while bending the elbows and keeping them next to the middle of the body.
- Slowly lower the weight to return to the starting position.
- Keep the chest still, using just the arms for the movement.

Option 2: You will list the special skills for an individual performance (Gymnastics, Jumping Rope, Ice Skating) or Outdoor Individual activity (Wrestling, Self Defense, etc.)

Example

Critical Elements for Throwing (Overhand Pattern)

- Side to target in preparation for throwing action.
- Arm back and extended, and elbow at shoulder height or slightly above in preparation for action;
elbow leads.
- Step with opposite foot as throwing arm moves forward.
- Hip and spine rotate as throwing action is executed.
- Follow through toward the target and across the body.

Option 3: Create a routine using dance, gymnastics, or even basketball dribbling.

Standard 2: Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

You have to complete the two Biomechanics Worksheets for this.

Standard 3A: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Develop a current and lifetime physical activity plan.

On the page following the standard page you will recall the amount of physical activity completed over three days. You will analyze, develop and implement a plan to address your physical activity goals and the recommended guidelines now and into adulthood. :

Standard 3B: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Implement principles and practices to develop a fitness and nutrition plan to meet individual needs.

On the page following the standard page you will complete the fitness plan assessment (we will email you your fitnessgram score) and answer all the questions in regard to the plan.

Standard 5A&B: Recognizes the value of physical activity for health, enjoyment, challenge, self expression and/or social interaction. You will analyze the activity to identify specific physical, mental and social health benefits. You will express multiple, specific reason (enjoyment, challenge, self expression, social) to participate in a selected physical activity.

You will create a poster, written paper, or brochure to express the importance of exercise. You can do this on the computer or one poster board, construction paper, or computer paper.

Ohio Physical Education Assessments

**Standard
1**

A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Benchmark
A**

Demonstrate combined movement skills and patterns in authentic settings.

Grade Band: 9-12

Options: Choose one or more of the following:

- | | |
|----|--|
| 1. | Specialized movement patterns in health-related fitness activities |
| 2. | Specialized locomotor skills in individual performance activities |
| 3. | Movement Patterns and Dance |

Option 1: Specialized movement patterns in health-related fitness activities

Task: Student will demonstrate at least five specialized skills. In order to achieve a rating of "advanced," the student also must demonstrate at least two advanced skills. Teachers or students can select the exercises that are appropriate for this assessment. Furthermore, the teacher will determine which skills are basic and which are advanced. This could be completed with a weight training or fitness unit.

Basic specialized skills could include:

1. Machine weights;
2. Single movement free weight, etc. (these have less complexity within the critical elements);
3. Various singular movements.

Advanced specialized skills may include:

1. Type of equipment used: Free weight with multiple critical element variables;
2. Combination of movements with equipment and/or complexity in the critical elements (e.g., kettlebell swing);
3. Multiple limbs and/or coordination of multiple body segments.

HEALTH-RELATED FITNESS SKILLS SCORING GUIDE:

Level	Criteria
Advanced 3	All basic specialized and at least two advanced specialized fitness skills are performed fluidly with proper technique.
Proficient 2	At least five specialized exercises within health-related fitness skills are performed correctly (may not be smooth, but have proper technique) and/or performed in simple settings.
Limited 1	Skills within health-related fitness activities are performed incorrectly.

ANALYTIC RUBRIC EXAMPLE TEMPLATE:

For each skill identified, it may be necessary for teachers to add critical elements to the rubric that align to the identified skill. It is necessary to identify at least two skills for each activity.

Level	Specialized Skill 1	Specialized Skill 2	Specialized Skill 3
Performance task			
Is the skill complex? (checkmark one)	Specialized Skill (i.e., shoulder raises)	Specialized Skill (i.e., leg press)	Specialized Skill (i.e., hamstring curl)
Critical elements This should list the movement/ specifics of the technique that must be performed correctly to demonstrate correct technique.	Advanced Specialized Skill (i.e., kettlebell swing)	Advanced Specialized Skill (i.e., full squat)	Advanced Specialized Skill (i.e., lunge)
	• • • • •	• • • • •	• • • • •
Level	Specialized Skill 4	Specialized Skill 5	Specialized Skill 6
Performance task			
Is the skill complex? (checkmark one)	Specialized Skill (i.e., machine bicep curls)	Specialized Skill (i.e., cable flies)	Specialized Skill
	Advanced Specialized Skill (i.e., dumbbell bicep curls w/ free weight)	Advanced Specialized Skill (i.e., dumbbell flies)	Advanced Specialized Skill
Critical elements This should list the movement/ specifics of the technique that must be performed correctly to demonstrate correct technique.	• • • • •	• • • • •	• • • • •

Option 2: Individual performance specialized skills activities

Task: Students demonstrate correct technique for a variety of advanced skills in the selected activity. The outcome suggests that teachers would identify at least two advanced skills within each activity. For example, outdoors, the skills might be climbing and belay skills. Teachers could use the rubric template to communicate the specific critical elements and task conditions for the assessment.

SPECIALIZED INDIVIDUAL-PERFORMANCE AND/OR OUTDOOR ACTIVITIES SCORING GUIDE:

* Individual performance activities might include gymnastics, figure skating, track and field, inline skating, wrestling, self-defense, swimming, snowboarding, skiing, rock climbing, mountain biking and skateboarding. (Please note: archery, golf, bowling, etc., are target games and badminton, tennis, etc., are net/wall games. All are Standard 1 Benchmark B skills and are NOT to be assessed as Benchmark A.)

Level	Criteria
Advanced 3	A total of five specialized individual performance activities with at least two advanced skills are performed fluidly with proper technique. Advanced skills could be complex skills (e.g., butterfly stroke) or performed in an applied setting (e.g., race) or a combination of discrete specialized movements (e.g., freestyle into a flip turn).
Proficient 2	At least three specialized individual performance skills are performed correctly (may not be smooth, but have proper technique) and/or performed in simple settings (e.g., machine).
Limited 1	Less than three specialized individual performance skills are performed incorrectly.

ANALYTIC RUBRIC EXAMPLE TEMPLATE:

For each skill identified, it may be necessary for teachers to add critical elements to the rubric that align to the identified skill. It is necessary to identify at least two advanced skills for each activity. For example, in track and field, the critical elements of the long jump should be added to the template.

Level	Specialized Skill 1	Specialized Skill 2	Specialized Skill 3	Specialized Skill 4	Specialized Skill 5
Sport/activity					
Performance task					
Is the skill advanced? (check one)	Specialized Skill	Specialized Skill	Specialized Skill	Specialized Skill	Specialized Skill
Critical elements This should list the movement/ specifics of the technique that must be performed correctly to demonstrate correct technique.	Advanced/Complex Skill	Advanced/Complex Skill	Advanced/Complex Skill	Advanced/Complex Skill	Advanced/Complex Skill
•	•	•	•	•	•
•	•	•	•	•	•
•	•	•	•	•	•
•	•	•	•	•	•

Option 3: Movement patterns and dance

Task: Student will demonstrate correct movement pattern performance in dance. A movement sequence is a series of movements done in succession with smooth transitions between movements. Dance forms are considered but not limited to creative movements, ballet, modern, ballroom, social, ethnic, hip hop, Latin, line, square or folk. Teacher determines if movements are basic or advanced. The dance and selection of movements can be teacher-selected or student-selected.

MOVEMENT PATTERNS IN DANCE SCORING GUIDE:

Level	Dance
Advanced¹ 3	Performs correct specialized movement patterns or advanced dance skills in a smooth flowing sequence with music or rhythm across multiple (more than one) dances to the music versus only performing correctly.
Proficient 2	Demonstrates correct patterns, or dance skills are performed in a smooth, flowing sequence with music or rhythm.
Limited 1	Demonstrates movement or movement patterns incorrectly or with ineffective transitions.
Movements or Movement Patterns²	1. 2. 3. 4. 5. 6. 7. 8.

¹ The key difference between Advanced and Proficient is the performance of correct skills and patterns across multiple (more than one) dances to the music versus only performing correctly to a beat or count.

² The rubric provides space for the teacher or student to identify the steps or patterns to be demonstrated within the dance.

Ohio Physical Education Assessments

Standard 2	Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
Benchmark A	Apply knowledge of tactical concepts and strategies in authentic settings.
Benchmark B	Apply biomechanical principles to performance in authentic settings.

Grade Band: 9-12

Assessment Task – Analytical Portfolio

Instructions: In an activity area of their choosing (e.g., games, gymnastics, dance, outdoor activities, track and field, aquatics or other activity areas), students complete portfolios demonstrating their knowledge of how to apply strategies and biomechanical principles to performance in authentic (real-world) settings. Portfolios can be produced either on paper or electronically and might include video clips to show aspects of performance.

Portfolio Competencies for Benchmark A:

1. A description of at least three strategic and/or tactical requirements for successful performance in the activity. Describe how these strategies/tactics create success within the activity.
2. Explain how at least two tactics and/or strategies in the selected activity are similar or transfer to another activity.

Portfolio Competencies for Benchmark B:

1. A description of the critical elements of the skill and the biomechanical principles that impact performance (e.g., force, stability, angles, rotation).
2. Analysis of personal performance describing the strengths and weaknesses of performance.
3. Apply biomechanical principles, knowledge of critical elements, cues, practice drills and fitness activities to describe how to improve movement performance.

Biomechanics of the Basketball Shot

Directions: Using the word bank below fill in the blanks with the missing terms to describe the proper preparation, execution and follow through of a Basketball shot.

Preparation	Execution	Follow Through
1. Feet should be shoulder width apart for good _____. 2. _____ slightly bent. 3. _____ focused on back of the rim.	4. Your _____ should be tucked in close to your body. 5. _____ under the basketball. 6. Your _____ hand should be on the side of the basketball.	7. Your shooting hand should "reach into the cookie jar" while you _____. 8. Proper _____ on the ball will make your shot more successful.

Eyes
Elbow
Follow Through

Word Bank:
Knees
Shooting Hand
Rotation

Balance
Guide

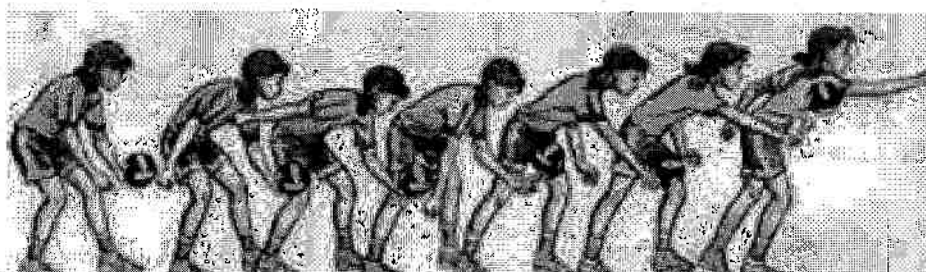


Name: _____

Period: _____

Biomechanics of a Volleyball Underhand Serve

Directions: Using the word bank below fill in the blanks with the missing terms to describe the proper preparation, execution and follow through of a volleyball underhand serve.



Preparation	Execution	Follow Through
1. Feet _____ width apart. 2. _____ evenly distributed. 3. Non dominant foot slightly _____ of other foot. 4. Shoulders _____ to the net. 5. Hold the ball at _____ height or lower. 6. Keep your _____ on the ball.	7. Swing _____ arm back. 8. Transfer weight from dominant _____ to non-dominant. 9. Contact the _____ at waist level with open hand or fist.	10. Dominant hand continues to _____ through the ball 11. Finish the follow through with your _____ even with top of net. Move to the court to play defense.

Word Bank:

Swing
Shoulder
Ball
Hand

Foot
Eyes
Weight
Dominant

Waist
Square
Ahead

Ohio Physical Education Assessments

**Standard
3**

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

**Benchmark
A**

Develops a current and lifetime physical activity plan.

Grade Band: 9-12

Task: Students 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 physical activity goals and the recommended guidelines now and into adulthood.

Level	Current and Future Physical Activity Plan and Opportunities
Advanced 3	<ul style="list-style-type: none"> • Properly tracks and identifies the type(s) of physical activity to meet physical activity guidelines and thoroughly analyzes the factors that may have produced their physical activity results. (Questions 1 and 2) • Identifies both current and future physical activity opportunities and develops effective current and adult physical activity plans to meet physical activity guidelines and personal preferences that include appropriate, accessible and appealing current and lifetime physical activity resources. (Questions 3 and 5) • Detailed analysis of physical activity option(s) effectively determining the quality, accessibility, availability and attractiveness. (Question 4)
Proficient 2	<ul style="list-style-type: none"> • Properly tracks and identifies the type(s) of physical activity to meet physical activity guidelines and analyzes the factors that may have produced their physical activity results. (Questions 1 and 2) • Identifies both current and future physical activity opportunities and develops an effective physical activity plan to meet physical activity guidelines that includes appropriate and appealing physical activity opportunities. (Questions 3 and 5) • Analysis of community physical activity option(s); examines the quality, accessibility, availability OR attractiveness. (Question 4)
Limited 1	<ul style="list-style-type: none"> • Does not properly track and/or identify the type(s) of physical activity to meet physical activity guidelines or analyze the factors that may have produced their physical activity results. (Questions 1 and 2) • Student struggles or fails to identify physical activity opportunities or physical activity plan is not designed to achieve the physical activity guidelines and/or is not realistic to the students' needs and interests. (Questions 3 and 5) • Does not analyze physical activity opportunities for quality, accessibility or availability. (Question 4)

* Scoring of each portion is based on meeting all three measures (bullets) in the level. Therefore, if one aspect falls in a lower level, the lower level would be the rating earned.

Assessment Task

1. Identify current level of physical activity using any physical activity recall tool (ACTIVITYGRAM, Physical Activity Pyramid, Activity tracker (FitBit), Pedometer, etc.). Collect the data over at least two weekdays and one weekend day to determine a pattern of physical activity. (Note to teachers – If technology is used to track physical activity, this activity can be used to address an indicator in Standard 3B).

Place a check (✓) if the activity is:

1. Vigorous – Goal is vigorous intensity at least three days per week.
 2. Muscle Strengthening – Goal is at least three days per week.
 3. Bone Strengthening – Goal is at least three days per week.
- a. Identify your vigorous activities (e.g. jogging, swimming, bicycling 10 mph or faster, i.e., you can't say more than a few words without pausing for a breath).

Day:				
Activity	Amount of Time	Vigorous (if present)	Muscle Strengthening (if present)	Bone Strengthening (if present)
Total				

Day:				
Activity	Amount of Time	Vigorous (if present)	Muscle Strengthening (if present)	Bone Strengthening (if present)
Total				

Day:				
Activity	Amount of Time	Vigorous (if present)	Muscle Strengthening (if present)	Bone Strengthening (if present)
Total				

2. Do I achieve at least 60 minutes of physical activity? (Check the best description.)

I am physically active every day for 60 minutes with vigorous physical activities, muscle strengthening activities and bone strengthening activities at least three days per week.	I am physically active every day for 60 minutes, but do not meet all of the specific recommended guidelines per week.	I am physically active most days for 60 minutes.	I need to increase my amount of physical activity.

- a. Why or why not? (What are possible barriers? How can they be overcome? What are possible helpers?)

3. How can I improve or maintain my current level of physical activity? You could either increase your amount of time, frequency, intensity (moderate/vigorous) or suggest other activities you can use to increase physical activity. Keep in mind you should be getting at least 60 minutes of activity a day.

Daily Plan for Physical Activity:				
Activities	Moderate (Check if present)	Vigorous (Check if present)	Muscle Strengthening (Check if present)	Bone Strengthening (Check if present)

4. Select one community physical activity resource and/or facility that is included in the plan and evaluate the potential for this resource to be used in your plan. Evaluate the community resource (parks, trails) or facility (fitness centers, gyms) based on its accessibility, affordability, staffing and/or quality.

5. As an adult, physical activity opportunities that were once readily available in high school can sometimes become absent. With this in mind, develop a plan for your future self or an adult you are close to that needs more physical activity. (May not use all of the spaces.)

Name of individual:		Relationship to you (if plan is for someone else):			
Activities	Amount of Time (Total activity time should add up to 60 minutes)	Moderate (Check if present)	Vigorous (Check if present)	Muscle Strengthening (Check if present)	Bone Strengthening (Check if present)

Ohio Physical Education Assessments

Standard 3	Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Benchmark B	Implements principles and practices to develop a fitness and nutritional plan to meet individual needs.
Grade Band: 9-12	

Overall Task:

Complete the fitness plan assessment and answer all questions in regard to the plan. Scoring of each section is identified in the rubrics. *Rubric Scoring of each portion is based on meeting all three measures (bullets) in the level. Therefore, if one aspect falls in a lower level, the lower level would be the rating earned.

A fitness assessment must be completed prior to developing a fitness plan in cardiovascular endurance, upper body and core/lower body muscular strength/endurance, and flexibility in order for the students to analyze their current fitness levels for the plan.

TABLE 9-1

FITNESSGRAM Standards for Healthy Fitness Zone

BOYS														
Age	VO ₂ max (ml · kg ⁻¹ · min ⁻¹)		PACER (no. of laps)		One-mile run (min:sec)		Walk test (VO ₂ max)		Percent fat		Body mass index		Curl-up (no. completed)	
5			Participa- tion in run. Lap count standards not recom- mended.		Comple- tion of dis- tance. Time standards not recom- mended.				25	10	20	14.7	2	10
6									25	10	20	14.7	2	10
7									25	10	20	14.9	4	14
8									25	10	20	15.1	6	20
9									25	10	20	15.2	9	24
10	42	52	23	61	11:30	9:00			25	10	21	15.3	12	24
11	42	52	23	72	11:00	8:30			25	10	21	15.8	15	28
12	42	52	32	72	10:30	8:00			25	10	22	16.0	18	36
13	42	52	41	72	10:00	7:30	42	52	25	10	23	16.6	21	40
14	42	52	41	83	9:30	7:00	42	52	25	10	24.5	17.5	24	45
15	42	52	51	94	9:00	7:00	42	52	25	10	25	18.1	24	47
16	42	52	61	94	8:30	7:00	42	52	25	10	26.5	18.5	24	47
17	42	52	61	94	8:30	7:00	42	52	25	10	27	18.8	24	47
17+	42	52	61	94	8:30	7:00	42	52	25	10	27.8	19.0	24	47

Age	Trunk lift (inches)		90° push-up (no. completed)		Modified pull-up (no. completed)		Pull-up (no. completed)		Flexed arm hang (seconds)		Back-saver sit and reach* (inches)	Shoulder stretch
5	6	12	3	8	2	7	1	2	2	8	8	Healthy Fit- ness Zone = touching fingertips together behind the back on both the right and left sides.
6	6	12	3	8	2	7	1	2	2	8	8	
7	6	12	4	10	3	9	1	2	3	8	8	
8	6	12	5	13	4	11	1	2	3	8	8	
9	6	12	6	15	5	11	1	2	4	10	8	
10	9	12	7	20	5	15	1	2	4	10	8	
11	9	12	8	20	6	17	1	3	6	13	8	
12	9	12	10	20	7	20	1	3	6	13	8	
13	9	12	12	25	8	22	1	4	12	17	8	
14	9	12	14	30	9	25	2	5	15	20	8	
15	9	12	16	35	10	27	3	7	15	20	8	
16	9	12	18	35	12	30	5	8	15	20	8	
17	9	12	18	35	14	30	5	8	15	20	8	
17+	9	12	18	35	14	30	5	8	15	20	8	

Number on left is lower end of HFZ; number on right is upper end of HFZ.

*Test scored Pass/Fail; must reach this distance to pass.

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TABLE 9.1

FITNESSGRAM Standards for Healthy Fitness Zone

GIRLS														
Age	VO ₂ max (ml · kg ⁻¹ · min ⁻¹)		PACER (no. of laps)		One-mile run (min:sec)		Walk test (VO ₂ max)		Percent fat		Body mass index		Curl-up (no. completed)	
5			Participation in run. Lap count standards not recommended.		Completion of distance. Time standards not recommended.				32	17	21	16.2	2	10
6									32	17	21	16.2	2	10
7									32	17	22	16.2	4	14
8									32	17	22	16.2	6	20
9									32	17	23	16.2	9	22
10	40	48	15	41	12:30	9:30			32	17	23.5	16.6	12	26
11	39	47	15	41	12:00	9:00			32	17	24	16.9	15	29
12	38	46	23	41	12:00	9:00			32	17	24.5	16.9	18	32
13	37	45	23	51	11:30	9:00	37	45	32	17	24.5	17.5	18	32
14	36	44	23	51	11:00	8:30	36	44	32	17	25	17.5	18	32
15	35	43	23	51	10:30	8:00	35	43	32	17	25	17.5	18	35
16	35	43	32	61	10:00	8:00	35	43	32	17	25	17.5	18	35
17	35	43	41	61	10:00	8:00	35	43	32	17	26	17.5	18	35
17+	35	43	41	61	10:00	8:00	35	43	32	17	27.3	18.0	18	35

Age	Trunk lift (inches)		90° push-up (no. completed)		Modified pull-up (no. completed)		Pull-up (no. completed)		Flexed arm hang (seconds)		Back-saver sit and reach* (inches)		Shoulder stretch
5	6	12	3	8	2	2	2	2	8	8	9		Healthy Fitness Zone = touching fingertips together behind the back on both the right and left sides.
6	6	12	3	8	2	7	2	2	8	8	9		
7	6	12	4	10	3	9	2	3	8	8	9		
8	6	12	5	13	4	11	2	3	10	8	9		
9	6	12	6	15	4	11	2	4	10	8	9		
10	9	12	7	15	4	13	2	4	10	8	9		
11	9	12	7	15	4	13	2	6	12	10	10		
12	9	12	7	15	4	13	2	7	12	10	10		
13	9	12	7	15	4	13	2	8	12	10	10		
14	9	12	7	15	4	13	2	8	12	10	10		
15	9	12	7	15	4	13	2	8	12	10	12		
16	9	12	7	15	4	13	2	8	12	10	12		
17	9	12	7	15	4	13	2	8	12	10	12		
17+	9	12	7	15	4	13	2	8	12	10	12		

Number on left is lower end of HFZ; number on right is upper end of HFZ.

*Test scored Pass/Fail; must reach this distance to pass.

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Fitness Study Guide

Fitnessgram is an assessment that measures student fitness levels.

Fitness Components/Fitnessgram Test

Muscular Strength - Push-ups

Muscular Endurance - Curl-ups

Cardiovascular Endurance - PACER run

Flexibility - Sit and Reach

FITT is a principle helps you to be able to create a workout plan that will help you to reach your fitness goals.

Frequency - How often you will exercise

Intensity - The amount of effort or work you put in

~ Such as Low, Moderate and Vigorous

Time - How long will each exercise last. This will vary based on the intensity and the type of exercise

Type - The name of the exercise you are performing

Categories of exercises

Aerobic - the kind of exercise that make you breathe harder

Strength - helps you build muscle

Balance - Improve balance by helping you to build up your core strength

Endurance - performing an activity for longer periods of time over your training

Flexibility - Increases your range of motion

Name _____

Period _____ Age _____

Standard 3B: Physical Fitness Assessment

Input your personal results, state goals, and if you met the state goal

Fitnessgram Assessment	Results	State goals for age	Met Healthy-Fitness zone
Cardiorespiratory (PACER)			yes/no
Muscular Strength and endurance (curl ups)			yes/no
Muscular Strength and endurance (push ups)			yes/no
Flexibility (sit & reach)			yes/no

Cardiovascular Endurance

List 3 exercises to increase your cardiovascular system using the FITT principles:

Frequency: How often you will exercise.**Intensity:** The amount of effort or work. Low, Moderate, Vigorous**Time:** How long each exercise will last. This will vary based on the intensity and type.**Type:** The name of exercise will you be doing?

	Frequency	Intensity	Time(How long?)	Type
1				
2				
3				

List 3 exercises to increase Muscular Strength & Endurance (upper body) using the FITT principles:

	Frequency	Intensity	Time(How long?)	Type
1				
2				
3				

List 3 exercises to increase your Muscular Strength & Endurance (Abdominal) using the FITT principles:

	Frequency	Intensity	Time(How long?)	Type
1				
2				
3				

List 3 exercises to increase your Flexibility

	Frequency	Time (How long?)	Type	
1				
2				
3				

Name 2 warm-up activities:

1.

2

Name 2 cool down activities:

1.

2

Describe 2 types of technology you can use to track progress for a fitness component (or multiple components) to help improve your fitness plan? Explain how each can be beneficial.

1.

2

What is the importance of exercise?

Name 3 physical activities that you could do as an adult to be physically active.

1. _____

2. _____

3. _____

Ohio Physical Education Assessments

Standard 5	Recognizes 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-expression, social) to participate in a selected physical activity.
Grade Band: 9-12	

Task: Each student develops a marketing campaign for physical activity that links all the components of fitness, exercise and effects on brain function, health benefits and emotional health for his or her favorite activity. The marketing campaign also should specifically identify at least two reasons from the following categories: enjoyable aspects, social benefits, challenging aspects, opportunities for self-expression. The marketing campaign could include a letter, poster, video, commercial, PSA, skit or any other acceptable method to communicate the importance, benefits and factors that lead to the enjoyment of the activity.

Directions: Provide a rating in both Benchmark A and B using the attached rubric.

Level	Criteria	
	Benchmark 5A - Health Benefits	Benchmark 5B - Reasons to Participate in Physical Activity
3 Advanced	Analyzes the activity to identify at least one benefit from <u>each</u> of the following categories: physical, emotional, and intellectual health.	Articulates three or more reasons to participate in specific physical activities that would be enjoyable as <u>lifetime pursuits</u> with a <u>clear message</u> about the reasons, including enjoyable aspects, social aspects, challenging aspects and opportunities for self-expression.
2 Proficient	Analyzes the activity to identify at least three specific health benefits (does not have to be in different categories).	Shares specific reasons to participate in selected physical activities, including the reasons to enjoy the activities, the social benefits, challenging aspects and opportunities for self-expression.
1 Limited	Identifies fewer than three specific health benefits of the activity.	Does not identify enjoyable aspects of the activity and/or social, challenging and/or opportunities for self-expression.

See excel sheets for data collection.

Physical Education Standard 5 A&B

(Include your first and last name, as well as your period number)

Develop a poster, written paper or brochure to express the importance of exercise. It can be on poster board, construction paper, or computer paper(NOT ON NOTEBOOK PAPER). You can also complete it on your computer and email it to your specific teacher.

Give TWO examples in each of the following categories. You must label the category as well.

1. Physical Health - Tell two reasons how exercise improves your physical health.
2. Emotional Health - Tell two reasons how exercise improves your emotional health.
3. Intellectual Health - Tell two reasons how exercise improves your intellectual health.
4. Social Interaction - What are two benefits of working out with other people?
5. Challenge - Explain two ways of how you should challenge yourself when you exercise.
6. Enjoyment - Give two examples of how to make exercise more enjoyable.
7. Self- Expression - Give two reasons for how you can get other people to exercise.