



Get Fit Vertical Alignment Standards/Indicators Units for implementation

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

INDICATORS:

Demonstrate basic skills and tactics during a three-on-two modified invasion game (2 out of 3)

Use good technique in performing two different dance and rhythmic activities (for example, demonstrating correct steps with balance and control when performing a line dance and a folk dance).

Exhibits command of rhythm and patterns by creating a movement sequence to music as an individual or in a group.

Demonstrate in a modified situation the basic skills and tactics used for target games and net/wall games (for example, the four-step delivery without the bowling ball, or the tennis forehand from a tossed ball).

Demonstrate basic skills and tactics during modified fielding/striking games (for example, striking a pitched ball with an implement).

Demonstrate the basic skills that one uses in an outdoor pursuit (for example, reading a compass for orienteering, adjusting the seat height for biking, launching a canoe).

Demonstrate basic skills in aquatics (if access to facilities permits) (for example, bobbing, treading water, front crawl stroke).

Demonstrate competency and/or refines activity-specific movement skills in two or more of the following movement forms: aquatics, dance, outdoor pursuits, individual, dual and team sports taught as lifetime activities.

Demonstrate competency in one or more specialized skills in health-related fitness activities (for example, yoga, strength training or Crossfit).

How standard 1 is implemented:

6th Grade	7th Grade	8th Grade
Content		
Ultimate Frisbee -skills -tactics -teamwork (Spirit of the Game)	Ultimate Frisbee -skills -tactics -teamwork -refereeing	Ultimate Frisbee -skills -tactics -teamwork -refereeing -analysis of movement -tournament play
Dance -introductory movement -rhythms -line dance	Dance -line dance	Dance -line dance -create
Kickball -rules -tactics -sportsmanship	Kickball -rules -tactics -sportsmanship	Kickball -rules -tactics -sportsmanship
Badminton -history -skills -cooperative play	Badminton -history -skills -rules/etiquette -modified gameplay	Badminton -history -skills -rules/etiquette -gameplay -skill transfer/skill analysis
Aquatics -Phase 1 2020-21 school year	Aquatics -	Aquatics -
Cardio/strength rooms	Cardio/strength rooms	Cardio/strength rooms

-introduction/safety -proper use of equipment -Bike/Elliptical/Treadmill performance progression -Weights: Circuit Training Cross Country -Individualized goal setting -time vs distance -Complete 5k Yoga/Mindfulness -history -basic movements Ropes Course	-introduction/safety -proper use of equipment -Bike/Elliptical/Treadmill performance progression -Weights: Circuit Training Cross Country -Individualized goal setting -time vs distance -Complete 5k Yoga/Mindfulness -history -basic movements Ropes Course	-introduction/safety -proper use of equipment -Bike/Elliptical/Treadmill performance progression -Weights: Circuit Training Cross Country -Individualized goal setting -time vs distance -Complete 5k Yoga/Mindfulness -history -basic movements Ropes Course
Field Study Opportunity		
Camp Greenville Hiking -prepare -technique -history -wilderness skills Team building -Diversity -Communication -Respect High Ropes/Zip line -Resiliency/Self reliance -Perseverance	Nantahala Outdoor Center Kayaking -how to paddle -launch canoe -orienteering Mountain biking -safety -using gears -navigating terrain White water rafting -safety -communication -navigation -how to paddle -launch raft	

Standard 2: The physically literate individual demonstrates knowledge of concepts, principles, strategies, and tactics related to movement and performance.

INDICATORS

Identify critical elements/learning cues of skills performed in invasion games, target and net/wall games, striking/fielding games. (for example, recognize "balance, eyes, elbows and follow through" as learning cues for performing a free throw).

Integrate prior knowledge of movement concepts into new learning experiences in the physical-activity setting (for example, state the similarities between the overhand throwing pattern and the overhand volleyball serve).

Describe tactics within invasion games, target and net/wall games, striking/fielding games and explain how to use them effectively in modified situations (for example, explain why hitting the ball away from the opponent when playing tennis is an offensive strategy).

Design a sequence of progressive rhythmic movement patterns (for example, create a repeatable aerobic sequence of four, eight count steps, with coordinated arm movements).

Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and, with limited teacher assistance, use them to design a personal health-related physical fitness plan based on FITT (frequency, intensity, type, and time) training principles.

- ☐ Complete the FitnessGram assessment successfully four times each annually

Integrate prior knowledge of movement concepts into new learning experiences in the physical-activity setting (for example, state the similarities between the overhand throwing pattern and the overhand volleyball serve).

Collect, analyze and assess his or her own health-related physical fitness data through a standardized fitness test (for example, Fitnessgram).

Design a long term personal fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness (for example, plans a summer personal conditioning program).

Use movement, concepts, and principles (for example, force, motion, and rotation) to analyze and improve the performance of self and/or others.

How standard 2 is implemented:

6th Grade	7th Grade	8th Grade
Content		
Identify/Describe skills and tactics	Implement/Describe skills and tactics	Analyze/Implement/Describe skills and tactics
Health related fitness components	Health related fitness components Skill related fitness components	Review: Health/Skill related fitness components
FitnessGram	FitnessGram	FitnessGram
Exercise Principles	Exercise Principles	Exercise Principles
Heart -anatomy -bloodflow	Body systems -Circulatory -Skeletal -Muscular	Newton's Laws of Motion -identify/describe -Balloon car lab
Heart Rate -what is it -how to check it -identify max HR and target HR -exercise impact on HR	Muscular Strength and Endurance -flexion/contraction -types of muscles -develop plan to target muscle group	Key words Gravity/Acceleration/Force/Friction
Injury Prevention -Check/call/care -CPR/AED	Injury Prevention -First aid certification Ankle Taping Concussion protocol	Biomechanics -identify and describe -lab -peer assessment Injury Prevention -Biomechanics relationship -CPR/AED/First aid certification -Exercise related injuries -Prevention and rehabilitation

Field Study Opportunity		
		Disney World Properties of Motion Lab Gravity Lab

Standard 3: The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness.

INDICATORS:

Monitor his or her own participation in physical activity (for example, maintain an activity log for a seven-day period, documenting progress toward achievement of personal goals).

Identify community resources to support varied opportunities for participation in physical activity outside of physical education class (for example, YMCA programs, city recreation programs, biking paths, walking trails).

Achieve and maintain the age- and gender-specific health-related fitness standards as defined by a state-approved fitness assessment (for example, scoring within the healthy fitness zone on Fitnessgram).

Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness (for example, when flexibility criteria are not achieved, select and perform appropriate exercises until the goal is achieved).

Participate in health-related fitness activities outside of the physical education class (for example, rollerblading after school, taking swim lessons, playing in a softball league).

Implement a long term personal fitness plan to improve or maintain health-related physical fitness based on FITT (frequency, intensity, type, and time) training principles.

How standard 3 is implemented:

6th Grade	7th Grade	8th Grade
Content		
FitnessGram -Goal Setting: SMART goals Participate in Family Nights Create a personal fitness plan -sets/reps	FitnessGram -Goal Setting: SMART goals Participate in Family Nights Design FITT plan	FitnessGram -Goal Setting: SMART goals Participate in Family Nights Design FITT plan

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

INDICATORS:

Work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings (for example, consider ideas from all group members when creating an aerobic dance routine).

Evaluate his or her own ability to work cooperatively within a group to establish and achieve group goals in competitive and cooperative settings (for example, a student rates themselves according to Hellison's model of Teaching Responsibility through Physical Activity levels).

Recognize and resolve potential conflicts in physical activity settings (for example, shows self-control by accepting a controversial decision of an official).

Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.

Design and apply strategies for including persons of diverse backgrounds and abilities in group physical-activity settings (for example, invites less-skilled students to participate in a warm-up activity prior to class).

Accept differences among people and make an effort to include a diversity of participants in physical activities (for example, seeks out, participates with, and shows respect for peers with different ability levels).

Uses equipment appropriately in physical activity settings and identifies safety concerns associated with specific activities.

Apply best practices for participating safely in physical activity, exercise, and dance (for example, injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

How standard 4 is implemented:

6th Grade	7th Grade	8th Grade
Content		
Social Responsibility -introduction to concept	Social Responsibility -Review	Social Responsibility -Review
Safety/Injury Prevention -rules	Safety/Injury Prevention -rules	Safety/Injury Prevention -rules
Hellison's model of Social Responsibility -identify and analyze performance -self reflection -daily/weekly checks	Hellison's model of Social Responsibility -identify and analyze performance -self reflection -daily/weekly checks	Hellison's model of Social Responsibility -identify and analyze performance -self reflection -daily/weekly checks
Sportsmanship/Teamwork	Sportsmanship/Teamwork	Sportsmanship/Teamwork
Ropes Course	Ropes Course	Exercise for Special populations Ropes Course
Field Study opportunity		
Field study Reflection	Field study Reflection	Field study Reflection

-Students given opportunity to debrief and reflect on their experience (Camp Greenville) Get Fit Hosts School Dance -Opportunity to showcase skills	-Students given opportunity to debrief and reflect on their experience (Nantahala)	-Students given opportunity to debrief and reflect on their experience (Disney)
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Standard 5: The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and/or social interaction.

INDICATORS:

Seek and explore physical activity opportunities that provide personal meaning and enjoyment (for example, participate in organized sports for the joy of competition, ride a mountain bike to enjoy nature trails).

Seek and explore health-enhancing physical activities that provide challenge enjoyment, and social interaction (for example, participate in a local road race or youth recreational league).

Identify and participate in an enjoyable activity that prompts social interaction or self-expression.

Identify the health benefits of a physically active lifestyle.

Analyze the health benefits of various physical activities.

Examine how personal meanings derived from various physical activities may change and influence an individual's choices across the life span (for example, reflects on possible reasons for choosing to participate in a lifetime sport after high school).

Analyze the health benefit of various physical activities

Select and participate in physical activities or dance that meet the need for self-expression and enjoyment.

Identify the opportunity for social support in various physical activities.

6th Grade	7th Grade	8th Grade
Content		
Activity log -record physical activity -identify frequency, intensity, time and type Nutrition -introduction to Dietary Guidelines for Americans -My Plate -Fat secret -benefits of healthy diet/exercise Prevention of Cardiovascular Diseases Choice activity opportunities -choice day, students choose activity they enjoy Lifelong fitness -types of activities -health centers/gyms Careers -Exposure to categories of possible career paths	Activity log -record physical activity -identify frequency, intensity, time and type Nutrition -Review Guidelines -Design a meal plan -Weight control Choice activity opportunities -choice day, students choose activity they enjoy Lifelong fitness -types of activities -health centers/gyms Careers -Athletic Training exposure	Activity log -record physical activity -identify frequency, intensity, time and type Nutrition -Review guidelines -Performance based nutrition -Design meal plan for sport specific athlete Choice activity opportunities -choice day, students choose activity they enjoy Lifelong fitness -types of activities -health centers/gyms Careers -Medical field -Partner with Ridge View Biohealth magnet
Field Study Opportunity		
Field study to health club: tour orangetheory, planet fitness, MUV -Compare/contrast	Field study to health club: tour orangetheory, planet fitness, MUV -Compare/contrast	Field study to health club: tour orangetheory, planet fitness, MUV -Compare/contrast Field study to NBA game/Career opportunity -Charlotte

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