

**Title** – 8<sup>th</sup> Grade Phys. Ed. Student Learning Objective

**Content Area** – Physical Education

**Grade Level** – 8<sup>th</sup> Grade

**Students** – 76

**Interval of Instruction** – Year

Main Criteria	Element	Description
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**Essential Question:** What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?

<b>Priority of Content</b>	<b>Objective Statement</b>	All students will improve their performance on the President’s Challenge Physical Fitness Test. To do so, students will set fitness goals, create a plan to reach their goals, and monitor their progress toward those goals.
	<b>Rationale</b>	The other Physical Education teacher and I have noticed a trend of increased rates of obesity, decreased physical activity, and poor nutrition among our students. We have also recognized that simply teaching students about proper nutrition and exercise is not enough. By eighth grade, students need to take ownership of their own fitness. The President’s Challenge Physical Fitness Test is a comprehensive metric for physical fitness that can be accessed by students at a wide variety of fitness levels. By involving students in the goal-setting, planning, and monitoring process, we believe that they will not only improve their fitness but also learn a process for taking responsibility for their own health that they can use throughout their adult lives.
	<b>Aligned Standards</b>	<p>This objective is aligned to The Rhode Island Physical Education Frame Work Standards:</p> <p><i>Standard 4: Applies physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.</i></p> <ul style="list-style-type: none"><li>6-8.S4.1 - participate in a health-related physical fitness assessment (e.g., FitnessGram, Physical Best, President’s Council).</li><li>6-8.S4.2 - make progress towards, meet, or exceed in the health-related fitness standards of the assessment tool.</li><li>6-8.S4.3 - assess and evaluate personal health status from fitness assessment results.</li><li>6-8.S4.4 - develop personal fitness goals and a plan to achieve those goals based on the results of the health-related physical fitness assessment.</li><li>6-8.S4.5 - participate in activities to achieve personal fitness goals.</li><li>6-8.S4.9 - describe how various technologies can help to assess, plan, maintain and enhance physical activity level (e.g. web-based programs, heart rate monitors, pedometers, etc).</li></ul> <p><i>Standard 6: Understands that internal and external environments influence physical activity.</i></p> <ul style="list-style-type: none"><li>6-8.S5.4 - analyze potential consequences when confronted with a behavior choice.</li><li>6-8.S5.5 - work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.</li><li>6-8.S5.7 - participate with others in games, sports, and activities to achieve a common goal.</li><li>6-8.S6.2 - describe physical activities that can be performed in a variety of settings.</li><li>6-8.S6.4 - describe how one’s home/family environment can impact one’s level and type of physical activity.</li><li>6-8.S6.5 - describe healthy ways to promote physical activity with one’s peers.</li></ul>

**Essential Question:** Where are my students now (at the beginning of instruction) with respect to the objective?

	<p><b>Baseline Data / Information</b></p>	<p>We administered the President’s Challenge Physical Fitness Test during the first two weeks of school in order to establish a baseline on each student. There are three fitness levels delineated by the Challenge:</p> <ol style="list-style-type: none"> <li>1) Participant Physical Fitness Award (scoring below the 50<sup>th</sup> percentile on at least one activity)</li> <li>2) National Fitness Award (scoring at or above the 50<sup>th</sup> percentile on all five activities)</li> <li>3) Presidential Physical Fitness Award (scoring at or above the 85<sup>th</sup> percentile on all five activities)</li> </ol> <p>Approximately 60% of students (45/76) currently qualify for the Participant Physical Fitness Award, approximately 30% of students (23/76) qualify for the National Physical Fitness Award, and approximately 10% (8/76) qualify for the Presidential Physical Fitness Award.</p>
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**Essential Question:** Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Rigor of Target</b></p>	<p><b>Target(s)</b></p>	<p>Students will be evaluated on both the Fitness Plan they create, as well as their actual progress on the Fitness Test.</p> <ol style="list-style-type: none"> <li>1) All students (76/76) will complete a written Fitness Plan that meets the minimum requirement of 65 points (on the Fitness Plan rubric). Of those, half of all students (38/76) will complete a written Fitness Plan that earns 80 points or better.</li> <li>2) Physical Fitness Test:             <ol style="list-style-type: none"> <li>a) Students currently qualifying for the Participant Fitness Award (45/76) will improve their score by 10 percentile points on at least four activities.</li> <li>b) Students currently qualifying for the National Physical Fitness Award (23/76) will reach the 85<sup>th</sup> percentile on at least three activities.</li> <li>c) Students currently qualifying for the Presidential Physical Fitness Award (8/76) will maintain their scores on their three strongest activities and improve their two weakest activities by at least 5 percentile points.</li> </ol> </li> </ol> <p>Students will be required to document their progress toward their goals on a bi-weekly basis. Though this will not be included as evidence toward the SLO, it will be factored into students’ grades in the course.</p>
	<p><b>Rationale for Target(s)</b></p>	<p>All students must complete a Fitness Plan in order to participate in the Fitness Test. A minimally-complete Fitness Plan will earn a score of 65. Students will be required to go back and correct/complete their work until this bar is met. However, I know from past years that many students put a great deal of energy and thought into their plans and progress monitoring, and so I set a higher tier for students who will exceed the minimal expectation.</p> <p>The targets for the Physical Fitness Test are tiered to reflect students’ differing baselines. Students with lower baseline assessments have more room to improve their physical fitness. However, I do not want to set goals that are so lofty that students are unlikely to meet them and will get discouraged. Based on what I have seen students accomplish in past years, I believe these are reasonable but rigorous goals for students at all three levels.</p>

<b>Quality of Evidence</b>	<b>Evidence Source(s)</b>	<p>1) Students will review their baseline data and reflect upon their fitness goals. They will create a written Fitness Plan that includes a reflection on the strengths and weaknesses of their current eating and exercise habits, as well as a plan for improving their diet and physical exercise throughout the year.</p> <p>The Fitness Plans are due at the end of the first quarter. If it meets the minimum requirement of 65 points on the rubric, it will be accepted and students will begin bi-weekly progress updates. If it does not meet the minimum requirement, students will be required to revise it until it does.</p> <p>I will score students' Fitness Plans using a rubric that I developed with the other Physical Education teacher, which she is using with her 7<sup>th</sup> grade students. We will each score 80% of our own students' work and double-score 20% of the other's students' work, to ensure consistency and rigor.</p> <p>2) The Physical Fitness Test recognizes students for their level of physical fitness in five activities:</p> <ul style="list-style-type: none"> <li>• Curl-ups (or partial curl-ups)</li> <li>• Shuttle run</li> <li>• Endurance run/walk</li> <li>• Pull-ups (or right angle push-ups or flexed-arm hang)</li> <li>• V-sit reach (or sit and reach)</li> </ul> <p>I will administer the Physical Fitness Test at the end of the second, third, and fourth quarters, and I will measure students' progress using the scoring guidelines provided by the Physical Fitness Test. To do so, I will use the Fitness File software which allows me to enter students' scores, keep track of tests, and generate reports.</p>
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