



**ROCKY RIVER HIGH SCHOOL
Fitness Credit Flexibility
Program Information and Guidelines**

Please read this information guide before completing your application for fitness credit flexibility.

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.

Demonstration of Knowledge Task:

- Choose one of the three options below.
- Demonstrate five (5) specialized skills or movement patterns for your chosen option. You may use one sport/activity or a variety of sports or activities.
- For each specialized skill, be sure to explain two (2) critical elements of how you successfully execute the skill.
- Keep track of your time spent on these sports/activities for Standard 1A.
- Submit:
 - A completed skills template for the option you selected.
 - A log documenting at least 30 hours of time spent on this standard. An adult, supervisor or coach must initial your log.
 - Evidence of demonstration of knowledge of your option in the form of:
 - A video demonstration, or
 - A written knowledge demonstration, or
 - A reflective journal.

1. Option 1: Demonstrate Specialized Movement Patterns in Health-Related Fitness Activities

Specialized movement patterns in health-related fitness activities refer to weight training skills. These skills exist in two types: basic and advanced.

Basic Specialized Skills may include machine weights, single movement free weight, or various singular movements. Specific examples include shoulder raises, leg presses, hamstring curls, machine bicep curls, or cable flies.

Advanced specialized skills may include free weights with multiple critical element variables, a combination of movement with equipment and/or complexity in critical elements or movements that involve multiple limbs and/or coordination of multiple body segments. Specific examples might be elements such as kettlebell swing, full squats, lunges, dumbbell flies, or dumbbell bicep curls.

If you choose this option, your documentation of evidence will show how the specialized skills are performed correctly. Three basic skills and two advanced specialized fitness skills will need to be performed fluidly and with proper technique.

2. Option 2: Demonstrate Specialized Locomotor Skills in Individualized Performances or Outdoor Activities

A locomotor skill is a physical action that propels an individual from one place to another. This may mean moving forward, backward, or even upwards using certain skills. Locomotor skills will need to be demonstrated in individual performance activities. Individual performance activities

include gymnastics, figure skating, track and field, inline skating, wrestling, self-defense, swimming, snowboarding, skiing, rock climbing, mountain biking, and skateboarding.

Please note that archery, golf, bowling and similar activities are target games and may not be used to demonstrate this standard. In addition, badminton, tennis, and other similar activities are net/wall games and may not be used to demonstrate this standard.

Three basic skills and two advanced specialized fitness skills will need to be performed fluidly and with proper technique. To demonstrate advanced skills, you will need to show a complex skill such as the butterfly or complete the skill in an intense performance such as a race, or use a discrete specialized movement, such as turning a freestyle into a flip turn.

If you choose this option, your documentation of evidence will show how the specialized skills are performed correctly. Three basic skills and two advanced specialized individualized performance or outdoor activity skills will need to be performed fluidly and with proper technique.

- ***Option 3: Demonstrate Movement Patterns and Dance***

A movement sequence is a series of movements done in succession with smooth transitions between movements.

If you choose this option, you will demonstrate five (5) specialized movement patterns in rhythm across more than once dance. This is different than only performing correctly to a beat or count. Dance forms, for purposes of this option, are not limited to creative movements, ballet, modern, ballroom, social, ethnic, hip hop, Latin, line, square, or folk. Marching band can be used here.

STANDARD 1A
SPECIALIZED SKILL TEMPLATE

Name: _____

Option (circle one): 1-Fitness 2-Individual Locomotor 3-Movement Patterns/Dance

Activity	Specialized Skill	2 Critical Elements
1.		1.1. 1.2.
2.		2.1. 2.2.
3.		3.1. 3.2.
4.		4.1. 4.2.
5.		5.1. 5.2.

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

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

Demonstration of Knowledge Task:

- Choose one of the four options below
- Demonstrate three (3) specialized skills for these options in authentic small-sided or full-sided game settings. You may use one sport/activity, or a variety of sports/activities to demonstrate this.
- Complete the specialized skill template. For each specialized skill, be sure to explain or list at least three (3) critical elements of successfully executing the skill.
- Keep track of your time spent on these sports/activities for Standard 1B.
- Submit:
 - A completed specialized skill template
 - A log documenting at least 30 hours of time spent *on this standard*. An adult, supervisor or coach must initial your log.
 - Evidence of demonstration of knowledge of three specialized skills in the form of:
 - A video demonstration, or
 - A written knowledge demonstration, or
 - A reflective journal.

1. Demonstrate competent skill performance of basic and advanced skills by maintaining possessions, scoring and defending scoring in invasion games within authentic settings.

Invasion games are team games in which the purpose is to invade the opponent's territory while scoring points and keeping the opposing team's points to a minimum, and all within a certain time period. These include sports where the ball is being carried or caught across a line, thrown or shot into a target, or struck with a stick or foot into a specific target area (Pearson & Webb, 2008). Examples of invasion games are: basketball, field hockey, football, hockey, lacrosse, rugby, soccer, Ultimate Frisbee, and water polo.

If you choose this option, your documentation of evidence will show your development and execution of specialized skills in an authentic small-sided or full-sided invasion game situation in order to be successful maintaining possession, scoring and defending scoring in invasion games. Examples of specialized skills include: sending or receiving an object, footwork, speed & agility, dribbling, shooting, dodging, traveling in multiple directions, changing speed, etc.

The consistency of form for the skill aspects, as well as power, accuracy and/or trajectory of the object should be considered in the application of the skills.

2. Demonstrate competent skill performance of basic and advanced skills by scoring and defending scoring in net/wall games within authentic settings.

Net-wall games refer to any of several sports where

- a net is a standard part of the game, and usually separates the opponents, or
- players hit a ball toward a wall.

These include sports where players send a ball or a bird across a net or against a wall. Examples of net-wall games are: tennis, badminton, volleyball, pickleball, table tennis, racquetball, and squash.

If you choose this option, your documentation of evidence will show your development and execution of specialized skills in order to be successful in net-wall games. Examples of specialized skills include serving, striking, volleying, lobs, smash, back set, spike, and down ball.

The consistency of form for the skill aspects, as well as power, accuracy and/or trajectory of the object should be considered in the application of the skills.

3. *Demonstrate competent skill performance of basic and advanced skills by scoring and defending scoring in striking and fielding games within authentic settings.*

Striking-Fielding games are activities in which players score points by striking an object with a manipulative object and running to designated playing areas or prevent opponents from scoring by retrieving the object and returning it to stop play. Examples include: baseball, softball, and cricket. Kickball is not a viable option because it does not include a manipulative striking object.

If you choose this option, your documentation of evidence will show your development and execution of specialized skills in order to be successful in striking-fielding games. Examples of specialized skills include: base running, fielding and catching, throwing (with velocity and accuracy), and striking/batting/hitting (to a specific area, a ground ball, a fly ball).

The consistency of form for the skill aspects, as well as power, accuracy and/or trajectory of the object should be considered in the application of the skills.

4. *Demonstrate competent skill performance of basic and advanced skills by scoring and preventing scoring in target games within authentic settings.*

Target games are activities in which players send an object toward a target while avoiding any obstacles. Target games can be played by individuals or by a team, and they can be opposed or unopposed. Examples include: croquet, golf, archery, bocce, curling, shuffleboard, bowling, cornhole and horseshoes.

If you choose this option, your documentation of evidence will show your development and execution of specialized skills in order to be successful in target games. Examples of these specialized skills include: hand-eye accuracy, ability to control aim and accuracy, target protection, throwing/sending/rolling/propelling speed and accuracy, and fine/gross motor ability to alter flight or path of the object.

STANDARD 1B
SPECIALIZED SKILL TEMPLATE:

Name: _____

Option (circle one):

1-Invasion Games

2-Net/Wall Games

3-Striking/Fielding Games

4-Target Games

Activity	Specialized Skill	3 Critical Elements
1.		1.1. 1.2. 1.3.
2.		2.1. 2.2. 2.3.
3.		3.1. 3.2. 3.3.

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.

Demonstration of Knowledge Task:

- For the activity of your choosing, you will complete a written or video demonstration of your knowledge of how to apply strategies and biomechanical principles in authentic, real-world settings.
- Submit:
 - Your video or written evidence demonstrating your knowledge of Standards 2A and 2B.
 - A works cited page that details the sources you reviewed to learn about biomechanical principles.

In order to successfully complete your demonstration of evidence, you will need to understand biomechanical principles. To learn about biomechanical principles, please investigate, and document in a works cited page, at least three (3) sources.

When completing your demonstration of evidence, please be sure to address the following:

1. Describe at least three (3) strategic and/or tactical requirements for successful performance in your chosen activity, and describe how these strategies/tactics create success within the activity.
2. Explain how at least two (2) tactics and/or strategies in your selected activity are similar or transfer to another activity.
3. Describe the critical elements of the skill and the biomechanical principles that impact performance (e.g., force, stability, angles, rotation) in your chosen activity.
4. Analyze a personal performance of yours for your chosen activity describing the strengths and weaknesses of the performance.
5. Apply biomechanical principles, knowledge of critical elements, cues, practice drills and fitness activities to describe how to improve movement performance in your chosen activity.

Standard 3: A physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enduring level of physical activity and fitness.

Benchmark A: Develops a current and lifetime physical plan.

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

Demonstration of Knowledge Task:

- Use a technology device or app to track your activity for 6 consecutive days.
- Log the amount of physical activity completed over the course of six continuous days. You will log this on Handout 1.
- Answer the questions on Handout 1 to analyze your collected activity data.
- Based on your data collected, develop an ideal plan to address physical activity and nutrition now and into adulthood.

Completing Standards 3A and 3B requires you to have an understanding of several concepts:

- FITT principle
- 5 components of fitness
- Muscle strengthening and endurance activities
- Bone strengthening activities
- Nutrition guidelines

To read more about these, visit the websites below, as well as search on your own.

- <http://stretchcoach.com/articles/fitt-principle/>
- <https://www.fitday.com/fitness-articles/fitness/body-building/the-5-components-of-physical-fitness.html>
- <http://www.myteacherpages.com/webpages/machramovitch/five.cfm>
- <https://www.cdc.gov/physicalactivity/basics/children/index.htm>
- <https://www.bones.nih.gov/health-info/bone/bone-health/exercise/exercise-your-bone-health>
- <https://www.prevention.com/fitness/4-best-exercises-you-can-do-for-strong-bones>
- <http://cal-ez.com/10-bone-strengthening-exercises-you-should-definitely-be-doing/>
- <https://teens.webmd.com/build-muscle-strengthening-exercises#1>
- <https://www.choosemyplate.gov/>

**STANDARDS 3A & 3B
HANDOUT 1**

Name: _____

Identify your current level of physical activity using any physical activity recall tool (ACTIVITYGRAM, Physical Activity Pyramid, an activity tracker such as a FitBit, etc.) for six consecutive days in order to determine a pattern of physical activity. You may use additional sheets of paper if desired/necessary.

DAY 1 date:		Check if present			
Activity	Time spent (in minutes)	Cardiovascular / Vigorous	Muscle Strengthening	Bone Strengthening	Addresses Flexibility
Total time:					

DAY 2 date:		Check if present			
Activity	Time spent (in minutes)	Cardiovascular / Vigorous	Muscle Strengthening	Bone Strengthening	Addresses Flexibility
Total time:					

DAY 3 date:		Check if present			
Activity	Time spent (in minutes)	Cardiovascular / Vigorous	Muscle Strengthening	Bone Strengthening	Addresses Flexibility
Total time:					

DAY 4 date:		Check if present			
Activity	Time spent (in minutes)	Cardiovascular / Vigorous	Muscle Strengthening	Bone Strengthening	Addresses Flexibility
Total time:					

DAY 5 date:		Check if present			
Activity	Time spent (in minutes)	Cardiovascular / Vigorous	Muscle Strengthening	Bone Strengthening	Addresses Flexibility
Total time:					

DAY 6 date:		Check if present			
Activity	Time spent (in minutes)	Cardiovascular / Vigorous	Muscle Strengthening	Bone Strengthening	Addresses Flexibility
Total time:					

1. Did you achieve at least 60 minutes of physical activity each day? (check the best response)

- I am physically active every day for 60 minutes with vigorous physical activities, muscle strengthening activities, bone strengthening activities and flexibility activities at least three (3) days per week
- I am physically active every day for 60 minutes, but I do not meet all of the specific recommended guidelines per week.
- I am physically active most days for 60 minutes.

2. Review and evaluate your six-day activity log. What factors and/or barriers played into you meeting or not meeting the goal of at least 60 minutes of activity each day, including cardiovascular, bone strengthening, muscle strengthening, and flexibility activities at least 3 days each per week?

3. Select one community physical activity resource (parks, trails) or facility (fitness center, gym) that is available to you and evaluate the potential for this resource or facility to be added to your activity plan based on its accessibility, affordability, staffing and/or quality.

4. How can you improve or maintain your current level of physical activity with regard to cardiovascular endurance?

5. How can you improve or maintain your current level of physical activity with regard to muscular strength and endurance?

6. How can you improve or maintain your current level of physical activity with regard to bone strengthening?

7. How can you improve or maintain your current level of physical activity with regard to flexibility?

8. Now that you have reflected on your current activity level, including identifying barriers and helpful/available resources and facilities, create your ideal physical activity plan that you can follow throughout high school.

IDEAL WEEKLY PLAN		Check where this will be included in your plan			
Activity/Activities and Location(s)	Time spent (in minutes)	Cardiovascular / Vigorous	Muscle Strengthening	Bone Strengthening	Addresses Flexibility
Monday:					
Tuesday:					
Wednesday:					
Thursday:					
Friday:					
Saturday:					
Sunday:					
Total weekly time:					

9. Describe the technology you used for Standard 3A and 3B and how it helped/can help monitor and implement your ideal fitness plan.

10. Identify healthy foods, snack and beverages you will eat before, during and after exercising.

9. 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.

FUTURE-SELF IDEAL WEEKLY PLAN		Check where this will be included in your plan			
Activity/Activities and Location(s)	Time spent (in minutes)	Cardiovascular / Vigorous	Muscle Strengthening	Bone Strengthening	Addresses Flexibility
Monday:					
Tuesday:					
Wednesday:					
Thursday:					
Friday:					
Saturday:					
Sunday:					
Total weekly time:					

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

Benchmark A: Demonstrates leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.

Benchmark B: Initiates responsible personal social behavior and positively influences the behavior of others in physical activity settings.

Demonstration of Knowledge Task:

- Use the same sports/activities that you chose for Standards 1A and 1B.
- Have an adult (coach, supervisor of an activity, NOT a parent or guardian) Complete Handout 2A for Standard 1A activity/sport.
- Have an adult (coach, supervisor of an activity, NOT a parent or guardian) Complete Handout 2B for Standard 1B activity/sport.
- Submit:
 - Completed handout #2A for the activity/sport you chose for Standard 1A.
 - Completed handout #2B for the activity/sport you chose for Standard 1B.

**STANDARDS 4A & 4B
HANDOUT 2B**

Name: _____

Standard 1B:

- Option chosen (circle one):
- 1-Invasion Games: (activity) _____
 - 2-Net/Wall Games: (activity) _____
 - 3-Striking/Fielding Games: (activity) _____
 - 4-Target Games: (activity) _____

Evaluator name: _____

Evaluator title: _____

Dates evaluator worked with the student: _____

	YES (✓)	NO (✓)
Does the student display the attributes of good sportsmanship at all times in your presence?		
Is the student respectful of your time and knowledge that you share?		
Is the student respectful and conscious of those around him/her while training?		
Does the student follow all rules and guidelines set forth by you and your staff?		
Does the student support others as well as encourage them to do the best of his or her ability?		
Is the student attentive to the instruction given?		
Does the student push himself/herself physically and mentally in order to improve his/her level of fitness?		
Is the student continuing to search for ways to improve his/her overall ability?		
Does the student arrive on time with a positive attitude?		
Is the student willing to try new things?		
Do you believe the student fully understands the benefits of the activities/training completed?		

**Students, on another sheet of paper, please provide your reflection on every area for which you received a check under "No".*

Additional comments by evaluator:

Evaluator signature: _____ Date: _____

Standard 5: A physically literate individual 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, etc.) to participate in a selected physical activity.

Demonstration of Knowledge Task:

- Develop a marketing campaign for one of your favorite activities that can be enjoyed as a lifetime pursuit.
- Submit your marketing project.

Marketing project guidelines:

You will develop a marketing campaign for your favorite physical activity that can be enjoyed as a lifetime pursuit. This marketing campaign should:

- Include a letter, poster, video commercial, public service announcement (PSA), skit, or any other acceptable method to communicate the importance, benefits, and factors that lead to the enjoyment of your activity.
 - Explain how your chosen activity addresses
 - components of fitness;
 - exercise and its effect on brain function; and
 - physical and emotional health benefits.
 - Give at least three (3) clear reasons of why others should participate in this activity. Reasons could include, but are not limited to, enjoyable aspects, social benefits, challenging aspects, and opportunities for self-expression.