



9-12 Physical Education Curriculum

May 11, 2017 Board Approved
St. Charles R6 School District



Grades 9-12 Physical Education Curriculum Committee 2017

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment

- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity

- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices

- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

Grade 9-12 Physical Education Philosophy

A quality Physical Education and Health Program supports the physical, mental/emotional, and social development of students. Regular involvement in physical activity has been proven to increase test performance, raise self-esteem, reduce the incidence of life threatening disease and produce a positive impact on the well-being of an individual.

The K-12 Physical Education and Health curriculum is designed to:

- Provide opportunities for students to learn, understand, and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
- Allow students to participate in various physical activities, sports, and methods of fitness to better provide enjoyment of physical activity, as well as build social, psychomotor, and cognitive skills.
- Build an understanding of the concepts of the human body systems and disorders that affect them.
- Use skills and health literacy necessary to make informed decisions.
- Engage and help inspire students to pursue a lifetime of fitness related activities and healthy decisions
- Provide a comprehensive, rigorous program that continuously builds students' knowledge and skill development
- Encourage collaboration between students, teachers, parents and community

Recreational Games Course Description:

Recreational games will provide fitness concepts, and an introduction to the following sport activities of: golf, bowling, volleyball, and if time permits other recreational games. This course will include the basic fundamentals of the activities, including rules and terminology.

Strength Training Course Description:

Strength training is designed to give the student high levels of strength training, speed and agility, aerobic activities, and stretching skills. The students will be given the opportunity to increase their knowledge on an array of fitness concepts. Students will be graded on the number of workouts completed, attitude and written tests.

Fitness Walking Course Description:

This course is designed for students to improve cardiovascular fitness by walking. This course is completely activity based and suggested for those who are self motivated. Various walking activities and assessments will be used throughout the class. Students will be expected to walk 2-3 miles per class period (8-12 laps on the track). This class is outdoors; therefore students should be prepared to walk in any type of weather.

Outdoor Education Course Description:

Outdoor education will provide basic information on hunting ethics and safety without the use of firearms, fishing skills and ethics, camping and hiking methods that will be taught at area parks, orienteering concepts using maps and compasses, adventure activities, and an awareness of Missouri's outdoors using plant and wildlife identification lessons. Students will participate in some outdoor activities. Students will be able to work with Missouri Conservation Experts.

Core Conditioning A (aerobics/dance/fitness) Course Description:

The core conditioning class will provide students the opportunity to participate in power walking, step aerobics, yoga, Pilates, hip hop, popular modern dances (2015- present), line and social dancing, salsa, along with other lifetime fitness activities. Each student will assess and evaluate their personal fitness levels in order to set personal goals toward developing and monitoring a healthful level of fitness and lifestyle.

Core Conditioning B(strength training/personal fitness/boot camps) Course Description:

The core conditioning class will provide students the opportunity to participate in power walking, yoga, Pilates, plyometrics, resistance training, boot camps, individual app workouts, kickboxing and other lifetime fitness activities. Each student will assess and evaluate their personal fitness levels in order to set personal goals toward developing and monitoring a healthful level of fitness and lifestyle.

Physical Education Course Description:

This course fulfills the Physical Education .5 credit for graduation. The Physical Education program is designed to improve the students 4 elements of fitness. Cardiovascular endurance, muscular strength, muscular endurance, flexibility will all be tested. Student's cardiovascular fitness will be improved by doing the couch to 5k program. Personal fitness concepts and a variety of team sports/activities will be introduced.

Team Sports Course Description:

Team sports will provide fitness concepts, and an introduction to a variety of sports/activities. This course will include the basic fundamentals of the sports/activities, including skills, rules, and terminology.

Grades 5-8 Physical Education Rationale

Physical well-being (less risk of heart disease, increased physical fitness, healthy weight management, and an active lifestyle).

Mental/Emotional well-being (academic performance, increased interest in learning, self-discipline, positive attitude towards physical activity, self-confidence, and goal setting).

Social well-being (cooperation with others, positive relationships, and developing friendships)

Grades 5-8 Physical Education Program Goals

1. Learners will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Learners will demonstrate the understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Learners will exhibit a physically active lifestyle while maintaining a health enhancing level of physical fitness.
4. Learners will exhibit responsible personal and social behavior/interaction that respects self and others in a physical activity environment.
5. Learners will value physical activity for health, enjoyment, and challenge while exhibiting cooperation and teamwork in regard to team sport.
6. Learners will comprehend the history, rules, and guidelines for various athletic activities and sports.
7. Learners will demonstrate and understand basic hygiene practices and will identify basic anatomical structures and physiological processes.

Grades 5-8 Physical Education Essential Learner Outcomes

1. The learner will continue developing the basic skills needed to perform specific sports or activities.
2. The learner will demonstrate an understanding of rules and strategies of a sport or activity and apply them appropriately.
3. The learner will meet the health-related fitness standards of the Fitnessgram Fitness Test.
4. The learner will demonstrate sportsmanship in appropriate situations, care for equipment, and safety in the setting of a sport or activity.
5. The learner will demonstrate proper technique, safety, and knowledge of the specific muscle being targeted. (only 7th and 8th grade)

Scope and Sequence

Physical Education High School Electives								
I= Introduce E= Emphasis A= Apply								
Fundamental Movement, Skills and Games	RG	ST	CC	ID	DP	OE	FW	TS
Scope and Sequence								
Physical Education High School Electives								
I= Introduce E= Emphasis A= Apply								
Fundamental Movement, Skills and Games	RG	ST	CC	ID	DP	OE	FW	TS
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Scope and Sequence								
Physical Education High School Electives								
I= Introduce E= Emphasis A= Apply								
Fundamental Movement, Skills and Games	RG	ST	CC	ID	DP	OE	FW	TS

Physical Education Grades K-12		
I= Introduce E= Emphasis A= Apply		
Fundamental Movement and Skills and Games	9-12	
Locomotor	A	
Non-Locomotor	A	
Manipulative Skills	A	
Body Management	A	
Movement Concepts	A	
Developmental Games	A	



CONTENT AREA: Physical Education

COURSE: Physical Education

UNIT TITLE: Couch to 5K Training

UNIT Duration: 18 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:		BIG IDEA(S):	
<ul style="list-style-type: none"> PE Equipment 		<ul style="list-style-type: none"> Using Physical Fitness to improve one's overall health and wellness throughout their lifetime. 	
ENDURING UNDERSTANDINGS:		ESSENTIAL QUESTIONS:	
<ul style="list-style-type: none"> 1. The learner will show proficiency in the 4 components of fitness. 2. The learner will gain proper understanding of monitoring proper heart rate zones. 3. The learner will demonstrate competency in motor skills and movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. 4. The learner will display appropriate etiquette, provide a positive social environment, care for equipment, ways of interacting, and safety in the setting of group activity. 		<ul style="list-style-type: none"> What are the 4 components of fitness? What is your target heart rate? What strategies are needed to perform physical activities? What is appropriate etiquette for group activities? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e.</i> <i>GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HM1A9-12	Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness Analyze present fitness levels to create a long-term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness	X	
GLE HM3A9-12	Identify the relationship between warm-up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning.	X	
GLE HM1E9-12	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)	X	

OBJECTIVE # 1	Components of Fitness	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Components of Fitness 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Increasing one's cardiovascular endurance 	<ul style="list-style-type: none"> Muscular Strength, muscular endurance, flexibility, Cardiovascular endurance 	<ul style="list-style-type: none"> Sustain active activity during times required.(ie jog/walk intervals)
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Stretch, jog/walking intervals, tracking 	<ul style="list-style-type: none"> jog/walk, stretching 	
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Duration and distance 	summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Weekly program goals 	<ul style="list-style-type: none"> Enhance cardiovascular endurance. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teacher lead 	<ul style="list-style-type: none"> Engagement in activity 	1,2,3

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Components of Fitness		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught. Independently creates and applies personal workout programs that incorporate the 4 components of fitness	<ul style="list-style-type: none"> Students create and apply personal workout programs that incorporate the 4 components of fitness.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently participates in physical activities that develop and maintain the 4 components of physical fitness (<i>e.g., muscular strength, muscular endurance, cardiovascular endurance and flexibility</i>) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students will apply warm-up, exercise and cool down.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> muscular strength, muscular endurance, cardiovascular endurance, flexibility performs basic processes, such as: <ul style="list-style-type: none"> participating in physical activities that develop and maintain 3 of the 4 components of physical fitness (<i>e.g., muscular strength, muscular endurance, cardiovascular endurance and flexibility</i>) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Students will identify areas of fitness that will support develop in those areas. Students can choose activities that will support personal development of goals.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 2	Support and Safety	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Support and Safety 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Safety, care of equipment, and inclusion and cooperation while working with others. 	<ul style="list-style-type: none"> Etiquette, sportsmanship, cooperation, proper use of equipment and safety rules. 	<ul style="list-style-type: none"> Safely engage in activities using proper etiquette and sportsmanship.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET <small>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</small>
<ul style="list-style-type: none"> Demonstrating proper use of equipment and behavior during activities. 	<ul style="list-style-type: none"> Demonstrate proper safety techniques and behavior in the the classroom setting. 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET <small>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</small>
<ul style="list-style-type: none"> Observation of required safety and care of equipment and display of proper sportsmanship. 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET <small>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</small>
<ul style="list-style-type: none"> Encourage engagement and inclusion of all students. 	<ul style="list-style-type: none"> Students demonstrating proper etiquette during activities. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET <small>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</small>
<ul style="list-style-type: none"> Teacher and student led. 	<ul style="list-style-type: none"> Proper engagement in activity 	1,2,3

*Students support and help teammates, they show concern for other’s positive experience, help prevent and resolve conflicts, show self direction with consistent performance intensity.

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Support & Safety		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Students support and help teammates, they show concern for other’s positive experience, help prevent and resolve conflicts, show self direction with consistent performance intensity.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently supports and includes all individuals (e.g., helps teammates, shows concern for other’s positive experience, helps prevent/resolve conflicts and appropriate etiquette) Consistently demonstrates proper use and care of equipment. Consistently applies and demonstrates safety rules. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students demonstrate good sportsmanship (e.g., help teammates, show concern for other’s positive experience, help prevent/resolve conflicts) Properly uses equipment.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> sportsmanship, teamwork ,etiquette, positive social environment, gender, age and culture appropriate use of equipment and safety rules Performs basic processes, such as: <ul style="list-style-type: none"> supporting and including others in class during activities, though inconsistently <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Student demonstrates inclusion of all students. Student follows safety rules in regards to equipment and environment.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 3	Skills For Team Activity	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Skills For Team Activity 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Demonstrate proficient movement skills in team activities 	<ul style="list-style-type: none"> Striking, catching, throwing, kicking 	<ul style="list-style-type: none"> Demonstrate proper skills needed in team activities
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Explain and demonstrate rules and techniques for team activities. 	<ul style="list-style-type: none"> Demonstrate proper technique and knowledge of rules. 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation of skills and knowledge during team activity. 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Encourage utilizing proper skills and inclusion of all students during team activity. 	<ul style="list-style-type: none"> Students demonstrating skills. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Advanced groups for those already proficient. 	<ul style="list-style-type: none"> Peer helping. 	1,2,3

STANDARD: Skills For Team Activity		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Students peer teach, exhibit athletic ability.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently demonstrates proficient movement skills in team activities (<i>e.g., striking, catching, throwing, kicking and proper footwork as applied to each activity</i>) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students demonstrate striking, catching, throwing, kicking and proper footwork as applied to each activity.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> · recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o offense, defense, in, out, boundaries, penalties and scoring · performs basic processes, such as: <ul style="list-style-type: none"> o participates in the demonstration of skills for team activities in isolation (<i>e.g., can demonstrate proper footwork but not apply it in context</i>) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Students demonstrate proper footwork but not in context.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: Physical Education

UNIT TITLE: Fitness Testing

COURSE: Physical Education

UNIT DURATION: 18 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:		BIG IDEA(S):	
<ul style="list-style-type: none"> PE Equipment 		<ul style="list-style-type: none"> Using Physical Fitness Testing to improve one's overall health and wellness throughout their lifetime. 	
ENDURING UNDERSTANDINGS:		ESSENTIAL QUESTIONS:	
<ul style="list-style-type: none"> 1. The learner will show proficiency in 5 fitness testing. 		<ul style="list-style-type: none"> How can I score proficient in each fitness test component? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e.</i> GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HM1A9-12		X	

OBJECTIVE # 1	Fitness Testing		
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Fitness Testing 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Increasing one's cardiovascular endurance, muscular strength, muscular endurance, and flexibility 	<ul style="list-style-type: none"> Muscular Strength, muscular endurance, flexibility, Cardiovascular endurance 	<ul style="list-style-type: none"> Sustain active activity during times required.(ie jog/walk intervals) 	

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Time mile run • Administer pacer test • Administer push up test • Administer sit and reach test • Administer sit up test 	<ul style="list-style-type: none"> • Achieve proficiency on each fitness test 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Time completing mile • Number of pacer laps completed • Number of push ups • Number of sit ups in one minute • Distance reached in sit and reach 	summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Daily practice on each fitness component 	<ul style="list-style-type: none"> • Enhance cardiovascular endurance • Enhance muscular strength • Enhance muscular endurance • Enhance flexibility 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Enhanced activities to lead to higher level fitness scores. 	<ul style="list-style-type: none"> • Engagement in more enhanced activities to further fitness levels. 	1,2,3,4

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Fitness Testing		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> ● Creates and applies personal workout programs to exceed the Presidential Fitness standards. ● Must meet or exceed all 5 areas of the Presidential Fitness test. 	<ul style="list-style-type: none"> ● Students create and apply personal workout programs to exceed the Fitness Testing Standard.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Consistently uses physical fitness test results and the principles of exercise to design a fitness plan to adjust physical activity levels. <i>(e.g., set goals based on pre-test results and baseline measurements that are specific cardiovascular, muscular strength, muscular endurance and flexibility.</i> ● Must meet 4 of the 5 Presidential Fitness testing components (e.g., mile run, pacer, sit ups, push-ups and sit and reach) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> ● Students analyze their baseline measurement and pre-test results in cardiovascular, muscular strength, muscular endurance and flexibility and use the data to design a personal fitness plan. ● Fitness testing.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ results, overload, specificity, progression, frequency, intensity and time ● performs basic processes, such as: <ul style="list-style-type: none"> ○ demonstrating understanding of the principles of exercise but is unable to implement them to improve physical fitness (e.g., students goals are missing one or more of the principles of exercise) ● recognize or recall accurate statements about the principals of exercise 	<ul style="list-style-type: none"> ● Students will identify strategies to improve the 4 components of fitness.

	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: Physical Education	UNIT TITLE: Team Activities
COURSE: Physical Education	UNIT DURATION: 18 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
<ul style="list-style-type: none"> PE Equipment 	<ul style="list-style-type: none"> Using Physical Fitness to improve one's overall health and wellness throughout their lifetime.
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
<ul style="list-style-type: none"> 1. The learner will demonstrate competency in motor skills and movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. 2. The learner will display appropriate etiquette, provide a positive social environment, care for equipment, ways of interacting, and safety in the setting of group activity. 	<ul style="list-style-type: none"> What strategies are needed to perform physical activities? What is appropriate etiquette for group activities?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD i.e. GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HM1A9-12		X	
GLE HM3A9-12		X	
GLE HM1E9-12		X	

OBJECTIVE # 1	Components of Fitness	
REFERENCES/STANDARDS i.e. GLE/CLE/MLS/NGSS	<ul style="list-style-type: none"> Components of Fitness 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Increasing one's cardiovascular endurance 	<ul style="list-style-type: none"> Muscular Strength, muscular endurance, flexibility, Cardiovascular endurance 	<ul style="list-style-type: none"> Sustain active activity during times required.(ie jog/walk intervals)

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Stretch, jog/walking intervals, tracking 	<ul style="list-style-type: none"> jog/walk, stretching 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Duration and distance 	summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Weekly program goals 	<ul style="list-style-type: none"> Enhance cardiovascular endurance. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teacher lead 	<ul style="list-style-type: none"> Engagement in activity 	1,2,3

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Components of Fitness		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught. Independently creates and applies personal workout programs that incorporate the 4 components of fitness	<ul style="list-style-type: none"> Students create and apply personal workout programs that incorporate the 4 components of fitness.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently participates in physical activities that develop and maintain the 4 components of physical fitness (<i>e.g., muscular strength, muscular endurance, cardiovascular endurance and flexibility</i>) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students will apply warm-up, exercise and cool down.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> muscular strength, muscular endurance, cardiovascular endurance, flexibility performs basic processes, such as: <ul style="list-style-type: none"> participating in physical activities that develop and maintain 3 of the 4 components of physical fitness (<i>e.g., muscular strength, muscular endurance, cardiovascular endurance and flexibility</i>) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Students will identify areas of fitness that will support develop in those areas. Students can choose activities that will support personal development of goals.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 2	Support and Safety	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Support and Safety 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Safety, care of equipment, and inclusion and cooperation while working with others. 	<ul style="list-style-type: none"> Etiquette, sportsmanship, cooperation, proper use of equipment and safety rules. 	<ul style="list-style-type: none"> Safely engage in activities using proper etiquette and sportsmanship.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrating proper use of equipment and behavior during activities. 	<ul style="list-style-type: none"> Demonstrate proper safety techniques and behavior in the the classroom setting. 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation of required safety and care of equipment and display of proper sportsmanship. 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Encourage engagement and inclusion of all students. 	<ul style="list-style-type: none"> Students demonstrating proper etiquette during activities. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teacher and student led. 	<ul style="list-style-type: none"> Proper engagement in activity 	1,2,3

*Students support and help teammates, they show concern for other’s positive experience, help prevent and resolve conflicts, show self direction with consistent performance intensity.

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Support & Safety		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Students support and help teammates, they show concern for other’s positive experience, help prevent and resolve conflicts, show self direction with consistent performance intensity.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Consistently supports and includes all individuals (e.g., helps teammates, shows concern for other’s positive experience, helps prevent/resolve conflicts and appropriate etiquette) • Consistently demonstrates proper use and care of equipment. • Consistently applies and demonstrates safety rules. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students demonstrate good sportsmanship (e.g., help teammates, show concern for other’s positive experience, help prevent/resolve conflicts) • Properly uses equipment.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o sportsmanship, teamwork ,etiquette, positive social environment, gender, age and culture o appropriate use of equipment and safety rules • Performs basic processes, such as: <ul style="list-style-type: none"> o supporting and including others in class during activities, though inconsistently <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Student demonstrates inclusion of all students. • Student follows safety rules in regards to equipment and environment.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 3	Skills For Team Activity	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Skills For Team Activity 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Demonstrate proficient movement skills in team activities 	<ul style="list-style-type: none"> Striking, catching, throwing, kicking 	<ul style="list-style-type: none"> Demonstrate proper skills needed in team activities
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Explain and demonstrate rules and techniques for team activities. 	<ul style="list-style-type: none"> Demonstrate proper technique and knowledge of rules. 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation of skills and knowledge during team activity. 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Encourage utilizing proper skills and inclusion of all students during team activity. 	<ul style="list-style-type: none"> Students demonstrating skills. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Advanced groups for those already proficient. 	<ul style="list-style-type: none"> Peer helping. 	1,2,3

STANDARD: Skills For Team Activity		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Students peer teach, exhibit athletic ability.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently demonstrates proficient movement skills in team activities (<i>e.g., striking, catching, throwing, kicking and proper footwork as applied to each activity</i>) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students demonstrate striking, catching, throwing, kicking and proper footwork as applied to each activity.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> · recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o offense, defense, in, out, boundaries, penalties and scoring · performs basic processes, such as: <ul style="list-style-type: none"> o participates in the demonstration of skills for team activities in isolation (<i>e.g., can demonstrate proper footwork but not apply it in context</i>) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Students demonstrate proper footwork but not in context.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: Physical Education

COURSE: Fitness Walking

UNIT TITLE: Fitness Walking

UNIT DURATION: 18 Weeks

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Pedometers/ Walk tracking smart phone apps 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Using Physical Fitness to improve one's overall health and wellness throughout their lifetime.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • 1. The learner will show proficiency in daily walking assessment. • 3. The learner will demonstrate competency in motor skills and movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. • 4. The learner will display appropriate etiquette, provide a positive social environment, care for equipment, ways of interacting, and safety in the setting of group activity. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What is the daily walking goal? • What strategies are needed to perform physical activities? • What is appropriate etiquette for group activities?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

<p>REFERENCE/STANDARD i.e. GLE/CLE/MLS/NGSS</p>	<p>STANDARDS: Content specific standards that will be addressed in this unit.</p>	<p>MAJOR STANDARD</p>	<p>SUPPORTING STANDARD</p>
<p>GLE HM1A9-12</p>	<p>Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness Analyze present fitness levels to create a long-term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness</p>	<p>X</p>	
<p>GLE HM1E9-12</p>	<p>Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)</p>	<p>X</p>	

OBJECTIVE # 1	Components of Fitness	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Components of Fitness 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Increasing one's cardiovascular endurance 	<ul style="list-style-type: none"> Muscular Strength, muscular endurance, flexibility, Cardiovascular endurance 	<ul style="list-style-type: none"> Sustain active activity during times required.(ie jog/walk intervals)
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Stretch, jog/walking intervals, tracking 	<ul style="list-style-type: none"> jog/walk, stretching 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Duration and distance 	summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Weekly program goals 	<ul style="list-style-type: none"> Enhance cardiovascular endurance. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teacher lead 	<ul style="list-style-type: none"> Engagement in activity 	1,2,3

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Components of Fitness		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught. Independently creates and applies personal workout programs that incorporate the 4 components of fitness	<ul style="list-style-type: none"> Students create and apply personal workout programs that incorporate the 4 components of fitness.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently participates in fitness walking and physical activities that develop and maintain the 4 components of physical fitness (<i>e.g., muscular strength, muscular endurance, cardiovascular endurance and flexibility</i>) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students will apply warm-up, exercise and cool down.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> muscular strength, muscular endurance, cardiovascular endurance, flexibility performs basic processes, such as: <ul style="list-style-type: none"> participating in fitness walking and physical activities that develop and maintain 3 of the 4 components of physical fitness (<i>e.g., muscular strength, muscular endurance, cardiovascular endurance and flexibility</i>) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Students will identify areas of fitness that will support develop in those areas. Students can choose fitness walking and other activities that will support personal development of goals.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 2	Support and Safety	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Support and Safety 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Safety, care of equipment, and inclusion and cooperation while working with others. 	<ul style="list-style-type: none"> Etiquette, sportsmanship, cooperation, proper use of equipment and safety rules. 	<ul style="list-style-type: none"> Safely engage in activities using proper etiquette and sportsmanship.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrating proper use of equipment and behavior during activities. 	<ul style="list-style-type: none"> Demonstrate proper safety techniques and behavior in the the classroom setting. 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation of required safety and care of equipment and display of proper sportsmanship. 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Encourage engagement and inclusion of all students. 	<ul style="list-style-type: none"> Students demonstrating proper etiquette during activities. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teacher and student led. 	<ul style="list-style-type: none"> Proper engagement in activity. 	1,2,3

*Students support and help teammates, they show concern for other’s positive experience, help prevent and resolve conflicts, show self direction with consistent performance intensity.

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Support & Safety		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Students support and help others, they show concern for other’s positive experience, help prevent and resolve conflicts, show self direction with consistent performance intensity.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently supports and includes all individuals (e.g., helps teammates, shows concern for other’s positive experience, helps prevent/resolve conflicts and appropriate etiquette) Consistently demonstrates proper use and care of equipment. Consistently applies and demonstrates safety rules. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students demonstrate cooperation (e.g., help others, show concern for other’s positive experience, help prevent/resolve conflicts) Properly uses equipment.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> Cooperation ,etiquette, positive social environment, gender, age and culture appropriate use of equipment and safety rules Performs basic processes, such as: <ul style="list-style-type: none"> supporting and including others in class during activities, though inconsistently <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Student demonstrates inclusion of all students. Student follows safety rules in regards to equipment and environment.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 3	Skills For Group Activity	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Skills For Group Activity 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Demonstrate proficient movement in walking 	<ul style="list-style-type: none"> Endurance and distance 	<ul style="list-style-type: none"> Demonstrate proper walk
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Explain and demonstrate rules and techniques for team activities. 	<ul style="list-style-type: none"> Demonstrate proper technique and knowledge of rules. 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation of skills and knowledge during walking. 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Encourage utilizing proper walking and inclusion of all students during activity. 	<ul style="list-style-type: none"> Students demonstrating skills. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Advanced groups for those already proficient. 	<ul style="list-style-type: none"> Peer helping. 	1,2,3

STANDARD: Skills For Group Activity		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Students exhibit walking above 3 miles.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	The student: <ul style="list-style-type: none"> • Consistently demonstrates proficient movement skills in walking The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Students demonstrate proper walking for 3 miles.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o walking milage • performs basic processes, such as: <ul style="list-style-type: none"> o participates in walking and tracking mileage. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • Students demonstrate proper walking for 2 miles.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 4	Fitness test results	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> One mile timed walking test. 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Walk 1 mile as fast as you can. 	<ul style="list-style-type: none"> Pace 	<ul style="list-style-type: none"> Walk
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Administrate 1 mile timed walking test 	<ul style="list-style-type: none"> Quick mile pace 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> One mile timed walking test 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Timing students 	<ul style="list-style-type: none"> Encourage students to walk faster 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer timing/encouragement 	<ul style="list-style-type: none"> Set the pace 	1,2,3

Strand: Physical Education		
Topic: Physical Fitness Test Results		
Course: Fitness Walking		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> Creates and applies personal workout programs to exceed their level of fitness established in their fitness plan. 	*Students create and apply personal workout programs to exceed goals established.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently uses physical fitness test results and the principles of exercise to design a fitness plan to adjust physical activity levels. <i>(e.g., set goals based on pre-test results and baseline measurements that are specific cardiovascular, muscular strength, muscular endurance and flexibility.</i> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students analyze their baseline measurement and pre-test results in cardiovascular, muscular strength, muscular endurance and flexibility and use the data to design a personal fitness plan.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> results, progression, frequency, intensity and time performs basic processes, such as: <ul style="list-style-type: none"> demonstrating understanding of the principles of exercise but is unable to implement them to improve physical fitness (e.g., students goals are missing one or more of the principles of exercise) recognize or recall accurate statements about the principals of exercise <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Students will identify strategies to improve the 4 components of fitness.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, rarely demonstrates some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: Physical Education

COURSE: Core Conditioning A

UNIT TITLE: Core Conditioning A

UNIT DURATION: 18 Weeks

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • PE Equipment and training equipment 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Using Physical Fitness to improve one’s overall health and wellness throughout their lifetime.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • The learner will show proficiency in the 4 components of fitness. • The learner will demonstrate competency in motor skills and movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. • The learner will display appropriate etiquette, provide a positive social environment, care for equipment, ways of interacting, and safety in the setting of group activity. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What are the 4 components of fitness? • What strategies are needed to perform physical activities? • What is appropriate etiquette for group activities?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

<p>REFERENCE/STANDARD i.e. GLE/CLE/MLS/NGSS</p>	<p>STANDARDS: Content specific standards that will be addressed in this unit.</p>	<p>MAJOR STANDARD</p>	<p>SUPPORTING STANDARD</p>
GLE HM1A9-12	Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness Analyze present fitness levels to create a long-term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness	X	
GLE HM3A9-12	Identify the relationship between warm-up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning.	X	
GLE HM1E9-12	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)	X	
GLE PA3C9-12	Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls)	X	
GLE PA 3D9-12	Demonstrate basic skills and social etiquette in a variety of dance forms utilizing different cultural backgrounds (e.g., line dance, social, aerobic, and step)	X	

OBJECTIVE # 1	Components of Fitness	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Components of Fitness 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Increasing one's cardiovascular endurance 	<ul style="list-style-type: none"> Muscular Strength, muscular endurance, flexibility, Cardiovascular endurance 	<ul style="list-style-type: none"> Sustain activity during times required.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Stretching and conditioning 	<ul style="list-style-type: none"> Participate in workout 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Workout activity 	summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Weekly program goals 	<ul style="list-style-type: none"> Enhance cardiovascular endurance, muscular strength, flexibility, and muscular endurance. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teacher lead 	<ul style="list-style-type: none"> Engagement in activity 	1,2,3

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Components of Fitness		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught. Independently creates and applies personal workout programs that incorporate the 4 components of fitness	<ul style="list-style-type: none"> Students create and apply personal workout programs that incorporate the 4 components of fitness.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	The student: <ul style="list-style-type: none"> Consistently participates in physical activities that develop and maintain the 4 components of physical fitness (<i>e.g., muscular strength, muscular endurance, cardiovascular endurance and flexibility</i>) The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> Students will apply warm-up, exercise and cool down.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> muscular strength, muscular endurance, cardiovascular endurance, flexibility performs basic processes, such as: <ul style="list-style-type: none"> participating in physical activities that develop and maintain 3 of the 4 components of physical fitness (<i>e.g., muscular strength, muscular endurance, cardiovascular endurance and flexibility</i>) However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> Students will identify areas of fitness that will support develop in those areas. Students can choose activities that will support personal development of goals.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 2	Support and Safety	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Support and Safety 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Safety, care of equipment, and inclusion and cooperation while working with others. 	<ul style="list-style-type: none"> Etiquette, sportsmanship, cooperation, proper use of equipment and safety rules. 	<ul style="list-style-type: none"> Safely engage in activities using proper etiquette and sportsmanship.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrating proper use of equipment and behavior during activities. 	<ul style="list-style-type: none"> Demonstrate proper safety techniques and behavior in the the classroom setting. 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation of required safety and care of equipment and display of proper sportsmanship. 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Encourage engagement and inclusion of all students. 	<ul style="list-style-type: none"> Students demonstrating proper etiquette during activities. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teacher and student led. 	<ul style="list-style-type: none"> Proper engagement in activity. 	1,2,3

*Students support and help teammates, they show concern for other’s positive experience, help prevent and resolve conflicts, show self direction with consistent performance intensity.

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Support & Safety		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Students support and help classmates. They show concern for other’s positive experience. Help prevent and resolve conflicts, show self direction with consistent performance intensity.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently supports and includes all individuals (e.g., helps classmates, shows concern for other’s positive experience, helps prevent/resolve conflicts and appropriate etiquette) Consistently demonstrates proper use and care of equipment. Consistently applies and demonstrates safety rules. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students demonstrate good sportsmanship (e.g., help classmates, show concern for other’s positive experience, help prevent/resolve conflicts) Properly uses equipment.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> sportsmanship, teamwork ,etiquette, positive social environment, gender, age and culture appropriate use of equipment and safety rules Performs basic processes, such as: <ul style="list-style-type: none"> supporting and including others in class during activities, though inconsistently <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Student demonstrates inclusion of all students. Student follows safety rules in regards to equipment and environment.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 3	Skills For Group Activity	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Skills For Group Activity 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Demonstrate proficient movement skills in group activities 	<ul style="list-style-type: none"> Squats, burpees, core exercises, dance/aerobic movements 	<ul style="list-style-type: none"> Demonstrate proper skills needed in group activities
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Explain and demonstrate techniques, body alignment, and placement for group activities. 	<ul style="list-style-type: none"> Demonstrate proper technique, body alignment, and placement for activity 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation of skills and knowledge during group activity. 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Encourage utilizing proper skills and inclusion of all students during group activity. 	<ul style="list-style-type: none"> Students demonstrating skills. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Advanced groups for those already proficient. 	<ul style="list-style-type: none"> Peer helping. 	1,2,3

STANDARD: Skills For Group Activity		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Students peer teach, exhibit athletic ability.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently demonstrates proficient movement skills in group activities (<i>e.g., technique, body alignment and body placement as applied to each activity</i>) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students demonstrate proper movement skills such as technique, body alignment and body placement as applied to each activity.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> · recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o Yoga poses, exercise terminology, knowledge of working muscles etc. · performs basic processes, such as: <ul style="list-style-type: none"> o participates in the demonstration of skills for group activities in isolation (<i>e.g., can demonstrate proper technique and body movement but not apply it in context</i>) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Students demonstrate proper technique, body alignment, and body placement but not in context.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 4	Fitness Test Results	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Fitness Test 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Demonstrate proficiency in the 4 areas of fitness testing 	<ul style="list-style-type: none"> Muscular strength, muscular endurance, cardiovascular endurance and flexibility 	<ul style="list-style-type: none"> Demonstrate and complete fitness test
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and explain proper technique for fitness test 	<ul style="list-style-type: none"> Complete fitness test 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Fitness Test 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach and allow extra practice time 	<ul style="list-style-type: none"> Condition and retest 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teacher and student led 	<ul style="list-style-type: none"> Proper engagement in activity/peer helping 	1,2,3

STANDARD: Fitness Test		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught. *creates and applies personal workout programs to exceed fitness test levels	<ul style="list-style-type: none"> Students create and apply personal workout programs to exceed fitness testing levels.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	The student: <ul style="list-style-type: none"> Consistently uses fitness test results and the principles of exercise to design a fitness plan to adjust physical activity levels. (e.g., set goals based on stamina, endurance, strength, proper technique and body alignment) The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> Use a variety of fitness test Student analyze their fitness levels in cardiovascular endurance, muscular endurance, muscular strength, and flexibility. Then use that data to design a personal fitness plan.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> Students will identify strategies to improve the 4 components of fitness.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: Physical Education	UNIT TITLE: Core Conditioning B
COURSE: Core Conditioning B	UNIT DURATION: 18 weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> PE Equipment and training equipment 	BIG IDEA(S): <ul style="list-style-type: none"> Using Physical Fitness to improve one's overall health and wellness throughout their lifetime.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> The learner will show proficiency in the 4 components of fitness. The learner will demonstrate competency in motor skills and movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. The learner will display appropriate etiquette, provide a positive social environment, care for equipment, ways of interacting, and safety in the setting of group activity. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> What are the 4 components of fitness? What strategies are needed to perform physical activities? What is appropriate etiquette for group activities?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD i.e. GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HM1A9-12	Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness Analyze present fitness levels to create a long-term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness	X	
GLE HM3A9-12	Identify the relationship between warm-up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning.	X	
GLE HM1E9-12	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)	X	
GLE PA3C9-12	Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls)	X	

OBJECTIVE # 1	Components of Fitness	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Components of Fitness 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Increasing one's cardiovascular endurance 	<ul style="list-style-type: none"> Muscular Strength, muscular endurance, flexibility, Cardiovascular endurance 	<ul style="list-style-type: none"> Sustain activity during times required.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Stretching and conditioning 	<ul style="list-style-type: none"> Participate in workout 	1,2,3
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Workout activity 	summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Weekly program goals 	<ul style="list-style-type: none"> Enhance cardiovascular endurance, muscular strength, flexibility, and muscular endurance. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teacher lead 	<ul style="list-style-type: none"> Engagement in activity 	1,2,3

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Components of Fitness		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught. Independently creates and applies personal workout programs that incorporate the 4 components of fitness	<ul style="list-style-type: none"> Students create and apply personal workout programs that incorporate the 4 components of fitness.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently participates in physical activities that develop and maintain the 4 components of physical fitness (<i>e.g., muscular strength, muscular endurance, cardiovascular endurance and flexibility</i>) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students will apply warm-up, exercise and cool down.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> muscular strength, muscular endurance, cardiovascular endurance, flexibility performs basic processes, such as: <ul style="list-style-type: none"> participating in physical activities that develop and maintain 3 of the 4 components of physical fitness (<i>e.g., muscular strength, muscular endurance, cardiovascular endurance and flexibility</i>) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Students will identify areas of fitness that will support develop in those areas. Students can choose activities that will support personal development of goals.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 2	Support and Safety	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Support and Safety 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Safety, care of equipment, and inclusion and cooperation while working with others. 	<ul style="list-style-type: none"> Etiquette, sportsmanship, cooperation, proper use of equipment and safety rules. 	<ul style="list-style-type: none"> Safely engage in activities using proper etiquette and sportsmanship.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrating proper use of equipment and behavior during activities. 	<ul style="list-style-type: none"> Demonstrate proper safety techniques and behavior in the the classroom setting. 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation of required safety and care of equipment and display of proper sportsmanship. 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Encourage engagement and inclusion of all students. 	<ul style="list-style-type: none"> Students demonstrating proper etiquette during activities. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teacher and student led. 	<ul style="list-style-type: none"> Proper engagement in activity 	1,2,3

*Students support and help teammates, they show concern for other’s positive experience, help prevent and resolve conflicts, show self direction with consistent performance intensity.

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Support & Safety		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Students support and help classmates by showing concern for other’s positive experience, help prevent and resolve conflicts, show self direction with consistent performance intensity.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently supports and includes all individuals (e.g., helps classmates, shows concern for other’s positive experience, helps prevent/resolve conflicts and appropriate etiquette) Consistently demonstrates proper use and care of equipment. Consistently applies and demonstrates safety rules. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students demonstrate good sportsmanship (e.g., help classmates, show concern for other’s positive experience, help prevent/resolve conflicts) Properly uses equipment.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> sportsmanship, teamwork ,etiquette, positive social environment, gender, age and culture appropriate use of equipment and safety rules Performs basic processes, such as: <ul style="list-style-type: none"> supporting and including others in class during activities, though inconsistently <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Student demonstrates inclusion of all students. Student follows safety rules in regards to equipment and environment.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 3	Skills For Group Activity	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Skills For Group Activity 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Demonstrate proficient movement skills in group activities 	<ul style="list-style-type: none"> Squats, burpees, core exercises, dance/aerobic movements 	<ul style="list-style-type: none"> Demonstrate proper skills needed in group activities
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Explain and demonstrate techniques, body alignment, and placement for group activities. 	<ul style="list-style-type: none"> Demonstrate proper technique, body alignment, and placement for activity 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation of skills and knowledge during group activity. 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Encourage utilizing proper skills and inclusion of all students during group activity. 	<ul style="list-style-type: none"> Students demonstrating skills. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Advanced groups for those already proficient. 	<ul style="list-style-type: none"> Peer helping. 	1,2,3

STANDARD: Skills For Group Activity		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Students peer teach, exhibit a high level of athletic ability.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently demonstrates proficient movement skills in group activities (e.g., <i>technique, body alignment and body placement as applied to each activity</i>) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students demonstrate proper movement skills such as technique, body alignment and body placement as applied to each activity.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> · recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o Yoga poses, exercise terminology, knowledge of working muscles etc. · performs basic processes, such as: <ul style="list-style-type: none"> o participates in the demonstration of skills for group activities in isolation (e.g., can demonstrate proper technique and body movement but not apply it in context) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Students demonstrate proper technique, body alignment, and body placement but not in context.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 4	Fitness Test Results	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Fitness Test 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Demonstrate proficiency in the 4 areas of fitness testing 	<ul style="list-style-type: none"> Muscular strength, muscular endurance, cardiovascular endurance and flexibility 	<ul style="list-style-type: none"> Demonstrate and complete fitness test
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and explain proper technique for fitness test 	<ul style="list-style-type: none"> Complete fitness test 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Fitness Test 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach and allow extra practice time 	<ul style="list-style-type: none"> Condition and retest 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teacher and student led 	<ul style="list-style-type: none"> Proper engagement in activity/peer helping 	1,2,3

STANDARD: Fitness Test		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught. *creates and applies personal workout programs to exceed fitness test levels	<ul style="list-style-type: none"> Students create and apply personal workout programs to exceed fitness testing levels.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	The student: <ul style="list-style-type: none"> Consistently uses fitness test results and the principles of exercise to design a fitness plan to adjust physical activity levels. (e.g., set goals based on stamina, endurance, strength, proper technique and body alignment) The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> Use a variety of fitness test Student analyze their fitness levels in cardiovascular endurance, muscular endurance, muscular strength, and flexibility. Then use that data to design a personal fitness plan.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> Students will identify strategies to improve the 4 components of fitness.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: Physical Education

COURSE: Team Sports

UNIT TITLE: Team Sports

UNIT DURATION: 18 Weeks

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • PE Equipment 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Using Physical Fitness to improve one's overall health and wellness throughout their lifetime.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • The learner will show proficiency in the 4 components of fitness. • The learner will demonstrate competency in motor skills and movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. • The learner will display appropriate etiquette, provide a positive social environment, care for equipment, ways of interacting, and safety in the setting of group activity. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What are the 4 components of fitness? • What strategies are needed to perform physical activities? • What is appropriate etiquette for group activities?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

<p>REFERENCE/STANDARD i.e. GLE/CLE/MLS/NGSS</p>	<p>STANDARDS: Content specific standards that will be addressed in this unit.</p>	<p>MAJOR STANDARD</p>	<p>SUPPORTING STANDARD</p>
<p>GLE HM1A9-12</p>	<p>Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness Analyze present fitness levels to create a long-term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness</p>	<p align="center">X</p>	
<p>GLE HM3A9-12</p>	<p>Identify the relationship between warm-up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning.</p>	<p align="center">X</p>	
<p>GLE HM1E9-12</p>	<p>Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)</p>	<p align="center">X</p>	

OBJECTIVE # 1	Components of Fitness	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i> GLE HM1A9-12 GLE HM3A9-12 GLE HM1E9-12	<ul style="list-style-type: none"> Components of Fitness 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Increasing one's cardiovascular endurance 	<ul style="list-style-type: none"> Muscular Strength, muscular endurance, flexibility, Cardiovascular endurance 	<ul style="list-style-type: none"> Sustain active activity during times required. (ie. jog/walk intervals)
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Stretch, jog/walking intervals, tracking 	<ul style="list-style-type: none"> jog/walk, stretching 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Duration and distance 	summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Weekly program goals, ie. increasing individuals distance, speed, or pace. 	<ul style="list-style-type: none"> Enhance cardiovascular endurance. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teacher lead 	<ul style="list-style-type: none"> Engagement in activity 	1,2,3

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Components of Fitness		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught. Independently creates and applies personal workout programs that incorporate the 4 components of fitness	<ul style="list-style-type: none"> • Students create and apply personal workout programs that incorporate the 4 components of fitness.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Consistently participates in physical activities that develop and maintain the 4 components of physical fitness (<i>e.g., muscular strength, muscular endurance, cardiovascular endurance and flexibility</i>) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will apply warm-up, exercise and cool down.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o muscular strength, muscular endurance, cardiovascular endurance, flexibility • performs basic processes, such as: <ul style="list-style-type: none"> o participating in physical activities that develop and maintain 3 of the 4 components of physical fitness (<i>e.g., muscular strength, muscular endurance, cardiovascular endurance and flexibility</i>) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students will identify areas of fitness that will support develop in those areas. • Students can choose activities that will support personal development of goals.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 2	Support and Safety	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS GLE HM2A9-12 GLEHM3A9-12</i>	<ul style="list-style-type: none"> Support and Safety 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Safety, care of equipment, and inclusion and cooperation while working with others. 	<ul style="list-style-type: none"> Etiquette, sportsmanship, cooperation, proper use of equipment and safety rules. 	<ul style="list-style-type: none"> Safely engage in activities using proper etiquette and sportsmanship.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrating proper use of equipment and behavior during activities. 	<ul style="list-style-type: none"> Demonstrate proper safety techniques and behavior in the the classroom setting. 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation of required safety and care of equipment and display of proper sportsmanship. 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Encourage engagement and inclusion of all students. 	<ul style="list-style-type: none"> Students demonstrating proper etiquette during activities. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teacher and student led. 	<ul style="list-style-type: none"> Proper engagement in activity. 	1,2,3

*Students support and help teammates, they show concern for other’s positive experience, help prevent and resolve conflicts, show self direction with consistent performance intensity.

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Support & Safety		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Students support and help teammates, they show concern for other’s positive experience, help prevent and resolve conflicts, show self direction with consistent performance intensity.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently supports and includes all individuals (e.g., helps teammates, shows concern for other’s positive experience, helps prevent/resolve conflicts and appropriate etiquette) Consistently demonstrates proper use and care of equipment. Consistently applies and demonstrates safety rules. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students demonstrate good sportsmanship (e.g., help teammates, show concern for other’s positive experience, help prevent/resolve conflicts) Properly uses equipment.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> sportsmanship, teamwork ,etiquette, positive social environment, gender, age and culture appropriate use of equipment and safety rules Performs basic processes, such as: <ul style="list-style-type: none"> supporting and including others in class during activities, though inconsistently <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Student demonstrates inclusion of all students. Student follows safety rules in regards to equipment and environment.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 3	Skills For Team Activity	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i> GLE HM1E9-12 GLE HM2A9-12 GLE HM2B9-12	<ul style="list-style-type: none"> Skills For Team Activity 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information,</i> ACADEMIC VOCABULARY	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Demonstrate proficient movement skills in team activities 	<ul style="list-style-type: none"> Striking, catching, throwing, kicking 	<ul style="list-style-type: none"> Demonstrate proper skills needed in team activities
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Explain and demonstrate rules and techniques for team activities. 	<ul style="list-style-type: none"> Demonstrate proper technique and knowledge of rules. 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation of skills and knowledge during team activity. 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Encourage utilizing proper skills and inclusion of all students during team activity. 	<ul style="list-style-type: none"> Students demonstrating skills. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Advanced groups for those already proficient. 	<ul style="list-style-type: none"> Peer helping. 	1,2,3

STANDARD: Skills For Team Activity		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Students peer teach, exhibit athletic ability.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently demonstrates proficient movement skills in team activities (<i>e.g., striking, catching, throwing, kicking and proper footwork as applied to each activity</i>) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students demonstrate striking, catching, throwing, kicking and proper footwork as applied to each activity.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: offense, defense, in, out, boundaries, penalties and scoring performs basic processes, such as: participates in the demonstration of skills for team activities in isolation (<i>e.g., can demonstrate proper footwork but not apply it in context</i>) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Students demonstrate proper footwork but not in context.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



<p>CONTENT AREA: Physical Education</p> <p>COURSE: Strength Training</p>	<p>UNIT TITLE: Strength Training</p> <p>UNIT DURATION: 18 Weeks</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> PE Equipment, weight room equipment 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> Using Physical Fitness to improve one's overall health and wellness throughout their lifetime.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> The learner will show proficiency in the 4 components of fitness. The learner will demonstrate competency in motor skills and movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. The learner will display appropriate etiquette, provide a positive social environment, care for equipment, ways of interacting, and safety in the setting of group activity. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> What are the 4 components of fitness? What strategies are needed to perform physical activities? What is appropriate etiquette for group activities?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD i.e. GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HM1A9-12	Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness Analyze present fitness levels to create a long-term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness	X	
GLE HM3A9-12	Identify the relationship between warm-up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning.	X	
GLE HM1E9-12	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)	X	

OBJECTIVE # 1	Components of Fitness	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i> GLE HM 1A9-12 GLE HM3A9-12 GLE HM1E9-12	<ul style="list-style-type: none"> Components of Fitness 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information,</i> ACADEMIC VOCABULARY	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Increasing one's cardiovascular endurance 	<ul style="list-style-type: none"> Muscular Strength, muscular endurance, flexibility, Cardiovascular endurance 	<ul style="list-style-type: none"> Sustain activity during times required.(ie jog/walk intervals)
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Stretch, jog/walking intervals, tracking 	<ul style="list-style-type: none"> jog/walk, stretching 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students should fully participate and compete daily warm ups 	summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Weekly program goals 	<ul style="list-style-type: none"> Enhance cardiovascular endurance. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teacher lead 	<ul style="list-style-type: none"> Engagement in activity 	1,2,3

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Components of Fitness		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught. Independently creates and applies personal workout programs that incorporate the 4 components of fitness	<ul style="list-style-type: none"> Students create and apply personal workout programs that incorporate the 4 components of fitness.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently participates in physical activities that develop and maintain the 4 components of physical fitness (<i>e.g., muscular strength, muscular endurance, cardiovascular endurance and flexibility</i>) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students will apply warm-up, exercise and cool down.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> muscular strength, muscular endurance, cardiovascular endurance, flexibility performs basic processes, such as: <ul style="list-style-type: none"> participating in physical activities that develop and maintain 3 of the 4 components of physical fitness (<i>e.g., muscular strength, muscular endurance, cardiovascular endurance and flexibility</i>) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Students will identify areas of fitness that will support develop in those areas. Students can choose activities that will support personal development of goals.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 2	Support and Safety	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS GLE HM2A9-12 GLE HM3A9-12</i>	<ul style="list-style-type: none"> Support and Safety 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Safety, care of equipment, and inclusion and cooperation while working with others. 	<ul style="list-style-type: none"> Etiquette, sportsmanship, cooperation, proper use of equipment and safety rules. 	<ul style="list-style-type: none"> Safely engage in activities using proper etiquette and sportsmanship.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrating proper use of equipment and behavior during activities. 	<ul style="list-style-type: none"> Demonstrate proper safety techniques and behavior in the the classroom setting. 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation of required safety and care of equipment and display of proper sportsmanship. 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Encourage engagement and inclusion of all students. 	<ul style="list-style-type: none"> Students demonstrating proper etiquette during activities. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teacher and student led. 	<ul style="list-style-type: none"> Proper engagement in activity. 	1,2,3

*Students support and help teammates, they show concern for other’s positive experience, help prevent and resolve conflicts, show self direction with consistent performance intensity.

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Support & Safety		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Students support and help teammates, they show concern for other’s positive experience, help prevent and resolve conflicts, show self direction with consistent performance intensity.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently supports and includes all individuals (e.g., helps teammates, shows concern for other’s positive experience, helps prevent/resolve conflicts and appropriate etiquette) Consistently demonstrates proper use and care of equipment. Consistently applies and demonstrates safety rules. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students demonstrate good sportsmanship (e.g., help teammates, show concern for other’s positive experience, help prevent/resolve conflicts) Properly uses equipment.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> sportsmanship, teamwork ,etiquette, positive social environment, gender, age and culture appropriate use of equipment and safety rules Performs basic processes, such as: <ul style="list-style-type: none"> supporting and including others in class during activities, though inconsistently <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Student demonstrates inclusion of all students. Student follows safety rules in regards to equipment and environment.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 3	Technique and Core Lifts	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i> GLE HM1A9-12 GLE HM1D9-12 GLE HM2A9-12	<ul style="list-style-type: none"> Technique and Core Lifts 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information,</i> ACADEMIC VOCABULARY	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Demonstrate proficient technique and core lifts in group activities 	<ul style="list-style-type: none"> Spotting, lifting, cooperation with changing weights 	<ul style="list-style-type: none"> Demonstrate proper skills needed in lifts
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Explain and demonstrate rules and techniques for group activities. 	<ul style="list-style-type: none"> Demonstrate proper technique and knowledge of rules. 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation of skills and knowledge during core lifts 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Encourage utilizing proper skills and inclusion of all students during core lifts 	<ul style="list-style-type: none"> Students demonstrating skills. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Advanced groups for those already proficient. 	<ul style="list-style-type: none"> Peer helping. 	1,2,3

STANDARD: Technique and Core Lifts		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Students peer teach, exhibit athletic ability.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently demonstrates proficient movement skills in group activities (<i>e.g., lifting, spotting etc. as applied to each core lift</i>) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students demonstrate proper lifting, spotting, cooperation skills used to change weights and proper body position as applied to each core lift.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> · recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o proper form, lift aspects, · performs basic processes, such as: <ul style="list-style-type: none"> o participates in the demonstration of skills for core lifts in isolation (<i>e.g., can demonstrate proper body position but not apply it in context</i>) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Students demonstrate proper body position as applied to each core lift but not in context.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 4	Workout log	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i> GLE HM1A9-12 GLE HM1C9-12 GLE HM 1D9-12	<ul style="list-style-type: none"> Workout tracking log 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information,</i> ACADEMIC VOCABULARY	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Demonstrate the ability to show growth in core lifts using their daily workout log. 	<ul style="list-style-type: none"> Core lifts, auxiliary lifts, stretching, proper lift form, and following a daily workout program 	<ul style="list-style-type: none"> Demonstrate proper lifts using correct body position and form
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Explain the importance of students completing daily workout logs for their core lifts. 	<ul style="list-style-type: none"> Students complete daily workout logs for their core lifts. 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Workout log 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reinforce the importance of using a daily workout log. 	<ul style="list-style-type: none"> Follow the daily log to track your progress. 	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Advanced groups for those already proficient. 	<ul style="list-style-type: none"> Peer helping 	1,2,3

STANDARD: Workout log		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Students will create and apply a personal workout program
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	The student: <ul style="list-style-type: none"> Demonstrate proper understanding with filling out and following workout logs. The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> Students record and follow workout program
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Students will not fully complete the workout log and fail to consistently follow the workout program However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> Student will partially complete the workout program and log
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



<p>CONTENT AREA: Physical Education</p> <p>COURSE: Recreational Games</p>	<p>UNIT TITLE: Recreational Games</p> <p>UNIT DURATION: 18 Weeks</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> PE Equipment, bowling balls, golf clubs 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> Using Physical Fitness to improve one’s overall health and wellness throughout their lifetime.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> The learner will show proficiency in the 4 components of fitness. The learner will demonstrate competency in motor skills and movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. The learner will display appropriate etiquette, provide a positive social environment, care for equipment, ways of interacting, and safety in the setting of group activity. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> What are the 4 components of fitness? What strategies are needed to perform physical activities? What is appropriate etiquette for group activities?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD RD <i>i.e.</i> GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD RD	SUPPORTING STANDARD
GLE HM1A9-12	Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness Analyze present fitness levels to create a long-term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness	X	
GLE HM3A9-12	Identify the relationship between warm-up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning.	X	
GLE HM1E9-12	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)	X	
GLE PA2B9-12	Summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sports	X	

OBJECTIVE # 1	Components of Fitness	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i> GLE HM 1A9-12 GLE HM3A9-12	<ul style="list-style-type: none"> Components of Fitness 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information,</i> ACADEMIC VOCABULARY	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Increasing one's cardiovascular endurance 	<ul style="list-style-type: none"> Muscular Strength, muscular endurance, flexibility, Cardiovascular endurance 	<ul style="list-style-type: none"> Sustain active activity during times required. (ie jog/walk intervals)
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Stretch, jog/walking intervals, tracking 	<ul style="list-style-type: none"> jog/walk, stretching 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students are to fully participate and complete daily warm ups 	summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Weekly program goals, ie. increase distance, speed or pace over the semester 	<ul style="list-style-type: none"> Enhance cardiovascular endurance. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teacher lead 	<ul style="list-style-type: none"> Engagement in activity 	1,2,3

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Components of Fitness		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught. Independently creates and applies personal workout programs that incorporate the 4 components of fitness	<ul style="list-style-type: none"> Students create and apply personal workout programs that incorporate the 4 components of fitness.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently participates in physical activities that develop and maintain the 4 components of physical fitness (<i>e.g., muscular strength, muscular endurance, cardiovascular endurance and flexibility</i>) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students will apply warm-up, exercise and cool down.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> muscular strength, muscular endurance, cardiovascular endurance, flexibility performs basic processes, such as: <ul style="list-style-type: none"> participating in physical activities that develop and maintain 3 of the 4 components of physical fitness (<i>e.g., muscular strength, muscular endurance, cardiovascular endurance and flexibility</i>) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Students will identify areas of fitness that will support develop in those areas. Students can choose activities that will support personal development of goals.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 2	Support and Safety	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i> GLE HM2A9-12 GLE HM3A9-12	<ul style="list-style-type: none"> Support and Safety 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information,</i> ACADEMIC VOCABULARY	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Safety, care of equipment, and inclusion and cooperation while working with others. 	<ul style="list-style-type: none"> Etiquette, sportsmanship, cooperation, proper use of equipment and safety rules. 	<ul style="list-style-type: none"> Safely engage in activities using proper etiquette and sportsmanship.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrating proper use of equipment and behavior during activities. 	<ul style="list-style-type: none"> Demonstrate proper safety techniques and behavior in the the classroom setting. 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation of required safety and care of equipment and display of proper sportsmanship. 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Encourage engagement and inclusion of all students. 	<ul style="list-style-type: none"> Students demonstrating proper etiquette during activities. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teacher and student led. 	<ul style="list-style-type: none"> Proper engagement in activity. 	1,2,3

*Students support and help teammates, they show concern for other’s positive experience, help prevent and resolve conflicts, show self direction with consistent performance intensity.

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Support & Safety		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Students support and help teammates, they show concern for other’s positive experience, help prevent and resolve conflicts, show self direction with consistent performance intensity.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently supports and includes all individuals (e.g., helps teammates, shows concern for other’s positive experience, helps prevent/resolve conflicts and appropriate etiquette) Consistently demonstrates proper use and care of equipment. Consistently applies and demonstrates safety rules. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students demonstrate good sportsmanship (e.g., help teammates, show concern for other’s positive experience, help prevent/resolve conflicts) Properly uses equipment.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> sportsmanship, teamwork ,etiquette, positive social environment, gender, age and culture appropriate use of equipment and safety rules Performs basic processes, such as: <ul style="list-style-type: none"> supporting and including others in class during activities, though inconsistently <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Student demonstrates inclusion of all students. Student follows safety rules in regards to equipment and environment.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 3	Skills For bowling and golf	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i> GLE HM2A9-12 GLE HM2B9-12 GLE HM2C9-12	<ul style="list-style-type: none"> Skills For bowling and golf 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information,</i> ACADEMIC VOCABULARY	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Demonstrate proficient movement skills in bowling and golf 	<ul style="list-style-type: none"> Rolling a bowling ball , swinging a golf club 	<ul style="list-style-type: none"> Demonstrate proper skills needed in bowling and golf
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Explain and demonstrate rules and techniques for activities. 	<ul style="list-style-type: none"> Demonstrate proper technique and knowledge of rules. 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation of skills and knowledge during bowling and golf. 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Encourage utilizing proper skills and inclusion of all students during bowling and golf 	<ul style="list-style-type: none"> Students demonstrating skills. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Advanced groups for those already proficient. 	<ul style="list-style-type: none"> Peer helping. 	1,2,3

STANDARD: Skills For Bowling and Golf		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Students peer teach, exhibit athletic ability.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Consistently demonstrates proficient movement skills in bowling and golf (e.g., rolling of bowling ball, swinging golf club and proper body positioning as applied to each activity) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Consistently demonstrates proficient movement skills in bowling and golf (e.g., rolling of bowling ball, swinging golf club and proper body positioning as applied to each activity)
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> · recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o putting, driving, chipping, turkey, strike, spare, open, mark as well as penalties and scoring · performs basic processes, such as: <ul style="list-style-type: none"> o participates in the demonstration of skills for golf and bowling in isolation (e.g., can demonstrate proper body positioning but not apply it in context) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Students demonstrate proper footwork and body placement but not in context.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 4	Rules and Strategies of Bowling and Golf	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i> GLE HM2B9-12 GLE HM2C9-12	<ul style="list-style-type: none"> Rules and Strategies of Bowling and Golf 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information,</i> ACADEMIC VOCABULARY	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Terminology and rules for bowling and golf 	<ul style="list-style-type: none"> Scoring, penalties, equipment, ie Club, slice, par etc. strike, spare, open, etc. 	<ul style="list-style-type: none"> Apply rules and strategies for bowling and golf
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Give out study guide, and explain rules and strategies 	<ul style="list-style-type: none"> Completion of handout over golf and bowling 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Written test 	Summative	
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach and retest 	<ul style="list-style-type: none"> Working with peer study group 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Advanced groups for those already proficient. 	<ul style="list-style-type: none"> Peer helping 	1,2,3

STANDARD: Rules and Strategies of Golf and Bowling		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught. <ul style="list-style-type: none"> • Develops and justifies game play and strategies of golf and bowling. 	<ul style="list-style-type: none"> • Students will develop and justify game play and strategies of sports or activities
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	The student: <ul style="list-style-type: none"> • Consistently describes and understands philosophy and strategies of game play and /or activity- The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Students will demonstrate knowledge through written tests.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: club, slice, par, strike, spare etc. <ul style="list-style-type: none"> o Rules, scoring, penalties, etc. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • Students will complete study guides on golf and bowling.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



<p>CONTENT AREA: Physical Education</p> <p>COURSE: Outdoor Education</p>	<p>UNIT TITLE: Outdoor Education</p> <p>UNIT DURATION: 18 weeks</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> Missouri State Highway Boater safety Book/Hunter Education book/Fishing equipment/CPR-First Aid materials 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> Understanding the components of Outdoor Education
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> 1. The learner will be prepared for personal, social and environmental challenges. 2. The learner will demonstrate leadership and teamwork expertise. 3. The learner will become actively involved in their own learning through goal setting and self-assessment that will allow them to become engaged and responsible for their academic and behavioral growth. 4. The learner will demonstrate proper boater safety through the Missouri State Highway Patrol. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> What areas should be included when developing a boating plan? What should every boat owner know and be prepared to explain to all passengers? How would students use the Boater Safety Book to prepare for their certification test? How would students demonstrate proper boater safety by using dvd's, the book, and interaction with the Missouri State Trooper?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e.</i> GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE PA2C10-12	Summarize and apply rules, etiquette, skill techniques, and basic strategies in a variety of outdoor pursuits and recreational activities.	X	
GLE PA2A10-12	Show personal etiquette, respect, and safety skills during outdoor activities		X

OBJECTIVE # 1	Boater Safety	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Boater Safety Workbook 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Safety on Missouri waterways. 	<ul style="list-style-type: none"> The laws/restrictions pertaining to boater safety in Missouri. 	<ul style="list-style-type: none"> How to safely operate a boat or personal watercraft.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate the boater safety course with the guidance of the Missouri Highway & Water Patrol. 	<ul style="list-style-type: none"> Watch videos, complete workbook, participate in class discussions, and take exam. 	1, 2, 3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Safety laws and boating terminology 	Summative and formative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Opportunities for reassessment. 	<ul style="list-style-type: none"> Complete additional assignments to show learning growth in the subject area. 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teacher led practice. 	<ul style="list-style-type: none"> Engagement in activity 	1,2,3

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Boater Safety		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught. Independently creates and applies personal workout programs that incorporate the 4 components of fitness	•
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	The student: <ul style="list-style-type: none"> • Will be able to define and identify proper ways of treating boating emergencies (carbon monoxide, cold water immersion, hypothermia) • Will be able to define and recognize navigational signals, maps, and laws pertaining to Missouri waterways. The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> • Knowledge of cold water immersion and treatment of hypothermia, heat stroke, and heat exhaustion
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as parts of a boat and personal watercraft, boat capacity, safety features, visual and sound markers for daylight/nighttime operation, and anchoring. • Performs basic processes such as developing a boat plan. • Demonstrate proper ways of using personal floatation devices, casting off, docking • Demonstrates proper understanding of the legal requirements for boating. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • Types of boat hulls • Types of engines. • Lifejackets/floatation devices • Safely operating your boat
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 2	Hunter Education	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Hunter Education workbook 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Hunter Education guidelines 	<ul style="list-style-type: none"> Safety rules, terminology, wildlife recognition, proper equipment 	<ul style="list-style-type: none"> Safely engage in hunting activities
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrating proper knowledge of equipment and safety rules 	<ul style="list-style-type: none"> Demonstrate proper knowledge of equipment and safety rules and behavior in the the classroom setting. 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Written test 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach and retest 	<ul style="list-style-type: none"> Students complete alternative learning assignments 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teacher and student led. 	<ul style="list-style-type: none"> Proper engagement in activity 	1,2,3

*Students support and help teammates, they show concern for other’s positive experience, help prevent and resolve conflicts, show self direction with consistent performance intensity.

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Hunter Education		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Students complete outside Hunter Education class to receive their hunting license
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Will know and understand all hunter safety rules Will be able to define a responsible and ethical hunter Will know how to plan and prepare for a successful hunt <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Make a list of ethical and unethical hunting strategies Prepare a detailed plan for a successful hunt, following all safety rules
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes parts of a gun or bow, types of shells, and basic safety rules Understands basic hunting strategies Be able to identify wildlife Know what type of clothing to wear <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Prepare basic hunting strategies for different types of game Identify the parts of a gun, bow, or ammunition, using powerpoint or worksheets Recognize wildlife using powerpoint or worksheets
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 3	Fishing	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Handouts for different types of fish, lures, hooks, etc. 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Fishing guidelines 	<ul style="list-style-type: none"> Types of poles, lures, hooks, bait, knots parts of a pole, casting techniques, 	<ul style="list-style-type: none"> Safely engage in fishing activities
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrating proper techniques, knowledge of equipment and safety rules 	<ul style="list-style-type: none"> Demonstrate proper techniques, knowledge of equipment and safety rules and behavior in the the classroom setting. 	1,2,3
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation of skills and knowledge during Outdoor activity, and written assessments. 	Summative	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach and retest 	<ul style="list-style-type: none"> Students complete alternative learning assignments 	1,2,3
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Advanced groups for those already proficient. 	<ul style="list-style-type: none"> Peer helping. 	1,2,3

STANDARD: Fishing		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Students peer teach
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	The student: <ul style="list-style-type: none"> Develop a complete fishing plan Know when to use different lures, bait, fishing line Demonstrate proper understanding of the legal requirements for fishing(daily limits, age requirements for license) The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> Use of proper bait, lures, fishing lines
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Will be able to define and identify all of the species of Missouri game fish Will demonstrate proper techniques for tying two different fishing knots Will demonstrate proper casting techniques (overhand, sidearm, underhand) Understand parts of a fishing pole, how to stock a tackle box Will demonstrate how to bait a hook However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> Missouri game fish identification Introduction to fishing test Uni/clinch knots Casting techniques Baiting the hook
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 4	CPR/First Aid	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Power Points & Study Guides 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> CPR guidelines, 3 C's (check/call/care), PPE's (personalized protective equipment), steps to providing wound care, different types of pulse and how to take your pulse 	<ul style="list-style-type: none"> Proper CPR technique, elements of basic first aid What are 3 C's & PPE's Where are the different types of pulse located 	<ul style="list-style-type: none"> Perform CPR and basic first aid Utilize the 3 C's Use PPE's Take your pulse
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate the CPR/First Aid 	<ul style="list-style-type: none"> Use of PPE's, demonstrate proper wound care 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation & written tests 		1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach & retest 	<ul style="list-style-type: none"> Students complete alternative assignments, retest 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach and instruct through peer tutoring 	<ul style="list-style-type: none"> Peer helping 	1,2,3,4,

STANDARD: CPR/First Aid		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Peer facilitator
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Will be able to define, identify, and demonstrate what to do in an emergency Will demonstrate proper techniques for performing first aid and CPR (chest compressions, AED machine and treatment of injuries) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Pass Missouri CPR/First Aid test Properly use an AED machine Develop and understand a plan to be implemented in an emergency
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognize or recall specific terminology (Heimlich maneuver, AED) Perform basic processes such as developing an emergency plan Demonstrates proper ways to use splints/bandages Demonstrates proper understanding of the legal requirements for helping in an emergency (Good Samaritan Law) 	<ul style="list-style-type: none"> Properly splint/bandage breaks, bleeds, and injuries Demonstrate the Heimlich maneuver
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 5	Camping	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Booklet & handouts 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Safety in the outdoors, proper equipment, 	<ul style="list-style-type: none"> How to pitch a tent, preparation of food, locating part campsite etc. 	<ul style="list-style-type: none"> Demo how to pitch a tent, build a fire, cook on a fire pit, safety,
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate pitching tents, building camp fires etc. 	<ul style="list-style-type: none"> Pitch a tent, cook a meal on the camp fire, describe parts of a campsite etc. 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Pitching a tent, knowledge of fire, parts of a campsite 	summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach and retest 	<ul style="list-style-type: none"> Use web to gather more information 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer tutoring 	<ul style="list-style-type: none"> Reinforce and reteach 	1,2,3,4

STANDARD: Camping		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> ● Peer facilitator
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	The student: <ul style="list-style-type: none"> ● Will be able to demonstrate how to pitch a tent, build and start a safe campfire ● Will outline the parts of a safe campsite The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> ● Pitch a tent ● Build and start a safe campfire ● Develop a safety plan for camping in the outdoors
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> ● Describe the components of a campsite ● Describe how to assemble a tent ● Build a campfire 	<ul style="list-style-type: none"> ● Drawing or Powerpoint of the following <ul style="list-style-type: none"> ○ Campsite ○ Tent assembly ○ Campfire assembly
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 6	Outdoor Survival	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> Booklet & handouts 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> How to survive in the outdoors with limited resources 	<ul style="list-style-type: none"> How to find water and food, find shelter or make it, how to signal for help 	<ul style="list-style-type: none"> Describe how to survival in the wilderness using key points
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Role playing scenario 	<ul style="list-style-type: none"> Through role play be able to survive the conditions given 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Through role play or demonstration show correct knowledge to survive 	summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach and retest 	<ul style="list-style-type: none"> Use web to gather more information 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer tutoring 	<ul style="list-style-type: none"> Reinforce and reteach 	1,2,3,4

STANDARD: Outdoor Survival		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Peer facilitator
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Will be able to survive when presented with multiple scenarios Demonstrate or describe ways to find food and water in the wilderness Will be able to describe how to build or find shelter in certain conditions Find edible food in the wilderness <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Find water in the desert Build shelter with limited supplies What is edible
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Describe how to survive in the elements at a basic level 	<ul style="list-style-type: none"> Check for understanding with assessments/quizzes
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

PHYSICAL EDUCATION GRADE-LEVEL EXPECTATIONS

**Missouri Department of Elementary and Secondary Education
May, 2007**

PHYSICAL EDUCATION GRADE LEVEL EXPECTATIONS

The Physical Education Grade Level Expectations (GLEs) represent content that Missouri students are expected to know at each grade level. The GLEs are not a curriculum. They are, however, the learner outcomes that should be assessed at the local level to appraise student achievement. The GLEs should not be taught in isolation. Rather, they should be bundled together where possible into well-planned, sequential, and targeted lessons to accomplish district objectives to meet the Show-Me Standards.

Alignment to the Missouri Show-Me Content standards is found in the row titled "State Standards." The row titled "National Standards" refers to standards from the National Association of Sport and Physical Education (NASPE, 2004)

The following coding system should be used to reference the Physical Education GLEs:

STRANDS:

PA = Physical Activity and Lifetime Wellness

HM = Efficiency of Human Movement and Performance

BIG IDEAS:

Use the numeral preceding the Big Idea

CONCEPTS:

Use the capital letter designation

EX: The GLE "identify health-related fitness components" can be found in the *Physical Activity and Lifetime Wellness* strand (PA), under the first Big Idea – *Personal Fitness and Healthy Active Living (1)*, in the concept *Health-Related and Skill-Related Fitness (A)*, in grade 3. Therefore, the code for that particular GLE is: **PA1A3**. Generally avoid the use of periods or dashes in the coding.

Efficiency of Human Movement and Performance

1. Personal Fitness and Healthy Active Living										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	Tell what it means to be fit	Name three ways to stay fit	Tell why it is important to be physically active every day	Recognize the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition)	Recognize the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition)	Recognize the components of skill related fitness (agility, balance, coordination, reaction time, speed, power)	Identify activities that develop skill-related fitness	Analyze activities to determine whether they promote health-related fitness, skill-related fitness, or both	Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total fitness	Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness
Health-Related and Skill-Related Fitness				Identify health related fitness components	Set personal fitness goals	Participate in health-related fitness assessments and interpret the results (e.g., Fitness gram, President's Challenge)	Interpret personal health-related fitness assessments and determine which fitness components need improvement (e.g., pedometers, heart rate monitors, pulse sticks)			Analyze present fitness levels to create a long-term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness
	All students will participate in local fitness activities and assessments at every grade level (no assessments at grade K)									
State Standards	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 2, HPE 4	HPE 4	HPE 4	HPE 4
National Standards	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4

Efficiency of Human Movement and Performance

1. Personal Fitness and Healthy Active Living										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
B.		Identify a variety of physical activities that promote wellness (e.g., walking, jogging)	Identify opportunities outside of school to participate regularly in physical activities (e.g., dance practice, jogging, kick, dribble, throw and catch)	Identify benefits of regular participation in a variety of activities (e.g., stress management, weight control)	Identify food choice and how it relates to a healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out)	Analyze food choices and the relationship between physical activity and food intake	Evaluate decision-making behaviors as they affect wellness	Identify caloric value of a variety of foods and determine exercise needed to expend this energy	Describe the cause/effect of nutrition and exercise in maintaining a healthy weight (calories in = calories out)	Analyze and compare health, skill, and fitness benefits derived from a variety of sports and lifetime activities (e.g., pedometers, pulse wands, heart rate wands, tri-fit machines)
Wellness					Identify one activity designed to help reduce stress (e.g., aerobics, deep breathing)	Explain the relationship between stress and physical activity (e.g., deep breathing calms nervous feelings)		Identify physiological changes that occur in the body due to stress (e.g., sweating, eye twitching, rapid pulse, irregular heartbeat)	Identify a variety of specific activities designed to reduce and manage stress (e.g., aerobics, Pilates, deep breathing, muscle relaxation)	Describe the relationship between nutrition, exercise and body composition (MyPyramid.gov) Investigate the negative effects of performance enhancing drugs and alcohol on health and physical performance Categorize short and long-term effects of stress on the individual Analyze the benefits of an effective stress management plan
State Standards		HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2, HPE 4, HPE 5
National Standards		NPE 3	NPE 3	NPE 3	NPE 3	NPE 3	NPE 3	NPE 3	NPE 3	NPE 3

Efficiency of Human Movement and Performance

1. Personal Fitness and Healthy Active Living										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
C.		Recognize signs associated with physical activity (e.g., fast heart rate, heavy breathing, perspiration)	Describe the benefits of appropriate warm-up and cool-down activity	Describe how the body responds to moderately vigorous physical activities (e.g., heart has to beat faster to meet blood supply demands)	Identify the differences between anaerobic and aerobic activities (e.g., sprint vs. 15-minute jog)	Explain the effects of aerobic and anaerobic activity (e.g., aerobic – heavy breathing, anaerobic – muscle fatigue)	Describe target heart rate as it relates to cardio respiratory endurance	Identify the FITT principle (frequency, intensity, time, type) and how it relates to exercise	Identify exercise principles of overload, progression, and specificity and how they relate to exercise	Design a personal fitness plan utilizing the FITT (frequency, intensity, time, type) principle and the principles of overload, progression, and specificity that contributes to an active healthy lifestyle (American College of Sport Medicine guidelines)
Fitness Principles										Differentiate between how oxygen is utilized aerobically and anaerobically
State Standards		HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 2, HPE 4
National Standards		NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4

Efficiency of Human Movement and Performance

1. Personal Fitness and Healthy Active Living											
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12	
D.	Body Systems	Identify major body parts (e.g., head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes)	Tell why muscles and bones are important to movement	Identify the parts of the circulatory and respiratory systems of the body (circulatory - heart, blood, veins, arteries; respiratory - lungs, mouth, nose, bronchial tubes, trachea)	Show on the body a few of the major bones (e.g., patella, ribs, phalanges, femur)	Recognize what systems work together to move your body (e.g., muscular and skeletal)	Identify the major function of these four body systems (circulatory – blood flow; respiratory – oxygen; muscular – strength and motor performance; skeletal – body support)	Explain how the muscular system and skeletal system work together to move the body Explain how the circulatory system and respiratory system respond to physical activity	Explain how participation in specific activities improves the circulatory, respiratory, muscular, and skeletal systems (e.g., weight bearing exercises improve bone strength, how muscles are strengthened)	Explain the effects of a sedentary lifestyle on the circulatory, respiratory, muscular, and skeletal systems	Identify the major muscle groups that are engaged during specific exercises and activities (e.g., bicep – bicep curl)
State Standards	HPE 1	HPE 1	HPE 1	HPE 1	HPE 1	HPE 1	HPE 1, HPE 4	HPE 1, HPE 4	HPE 1, HPE 4	HPE 1	
National Standards	NH 1, NPE 2	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	

Efficiency of Human Movement and Performance

2. Responsible Personal and Social Behavior in the Physical Activity Setting											
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12	
A. Personal/Social Responsibilities	Demonstrate the ability to share, be cooperative and safe with others		Demonstrate independence and good use of time while participating in physical activity Show appropriate sportsmanship and sensitivity to diversity and gender issues	Demonstrate respect for all students regardless of individual differences in skills and abilities	Apply rules and procedures to activities	Apply self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors (e.g., sportsmanship, cooperation, diversity)	Explain how rules, safety and etiquette are important concepts in a physical activity setting	Select appropriate conflict resolution skills in a physical activity setting (e.g., self-control, respect, peer influence)	Demonstrate the ability to solve problems by analyzing causes and potential solutions in a physical activity setting (e.g., checklist of conflict resolution skills)	Show personal etiquette, respect, and safety skills during physical activities Identify strategies for including persons of diverse backgrounds and abilities in physical activities	
	State Standards	HPE 2		HPE 2	HPE 2, HPE 4	HPE 2, HPE 4	HPE 2, HPE 4	HPE 2	HPE 2	HPE 2	HPE 2
National Standards	NPE 5		NPE 5	NPE 5	NPE 5	NPE 5	NPE 5	NPE 5	NPE 5	NPE 5	NPE 1

Efficiency of Human Movement and Performance

3. Injury Prevention, Treatment and Rehabilitation										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	Demonstrate safe use of general and personal space	Tell the difference between general space awareness and personal space awareness	Perform efficient movement in activities to prevent injuries	Recognize appropriate warm-up, cool-down and flexibility activities and the importance of each to injury prevention	Identify safe and unsafe situations and respond appropriately	Differentiate between the terms warm-up, cool-down, stretching, and conditioning and demonstrate examples of each	Identify and describe reasons for using proper warm-up, cool-down, stretching, and appropriate attire in a physical activity setting	Identify proper protective equipment used in physical activities	Investigate the safe and unsafe practices of using fitness equipment (e.g., weight room, fitness balls, step aerobics)	Identify the relationship between warm-up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries
Prevention										Investigate and predict potential exercise-related injuries and medical conditions that could occur during a variety of physical activities
State Standards	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4
National Standards	NPE 2, NPE 5	NPE 2, NPE 5	NPE 2, NPE 5	NPE 2	NPE 2	NPE 2	NPE 2	NPE 2	NPE 2	NPE 2

Efficiency of Human Movement and Performance

3. Injury Prevention, Treatment and Rehabilitation										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
B.	Demonstrate how to seek adult help when an injury has occurred (e.g., playground, field trips, lunch room)		Recognize the symptoms of breathing emergency (e.g., asthma, choking) and seek appropriate assistance	Recognize body signals that indicate injury and seek assistance		Recognize signals of sudden onset emergencies (e.g., high/low blood sugar, breathing, seizures) and seek appropriate assistance		Recognize non-life threatening injuries and explain how to provide basic care inside and outside the physical activity setting (e.g., Heimlich Maneuver, RICE – Rest, Ice, Compression, Elevation)	Apply knowledge of basic first aid for the treatment of injury inside and outside the physical activity setting (e.g., Asthma, CPR, RICE – Rest, Ice, Compression, Elevation)	Differentiate between life threatening and non-life threatening injuries and select the appropriate level of treatment (e.g., basic first aid, CPR, calling 911)
		Treatment								
State Standards	HPE 7		HPE 7	HPE 7		HPE 7		HPE 7	HPE 7	HPE 7
National Standards	NH 5		NH 5	NH 5		NH 5		NH 5	NH 5	NH 5

Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	Locomotor	Demonstrate the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop)	Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip)	Demonstrate locomotor skills in combinations	Demonstrate locomotor skills using patterns, levels, tempo, directions, and pathways					
State Standards	HPE 4	HPE 4	HPE 4							
National Standards	NPE 1, NPE 3	NPE 1, NPE 3	NPE 1, NPE 3							

Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
B.	Demonstrate selected non-locomotor skills (e.g., push, pull, bend, twist, stretch, turn)	Demonstrate non-locomotor skills in a variety of activities	Demonstrate non-locomotor skills in a variety of activities using different levels and speeds individually and with a partner							
	Non-Locomotor									
State Standards	HPE 4	HPE 4	HPE 4							
National Standards	NPE 1	NPE 1	NPE 1							

Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games											
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12	
C.	Manipulative Skills	Demonstrate manipulative skills in a stationary position (e.g., rolling, throwing, catching, kicking)	Demonstrate a variety of manipulative skills while stationary and moving	Demonstrate individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling)	Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through)	Demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement)	Demonstrate sport-specific manipulative skills in games and modified sports activities				
Manipulative Skills			Demonstrate fine motor skills while manipulating small objects (e.g., juggling scarves, small bean bags)								
State Standards		HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4				
National Standards	NPE 1	NPE 1	NPE 1	NPE 1	NPE 1	NPE 1					

Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
D.	Demonstrate introductory individual stunts (e.g., crab walk, bear walk, inch worm)	Demonstrate static and dynamic balance activities (e.g., stork stand, lame dog)	Distinguish between static and dynamic balance (e.g., one leg balance, forward roll)	Demonstrate combination of tumbling skills		Demonstrate a tumbling routine	Apply mechanical principles of force, stability motion, and direction (e.g., lower the center of gravity)			
	Demonstrate ways to balance on different body parts at different levels	Demonstrate introductory stunts and tumbling skills (e.g., log, forward, egg rolls)		Demonstrate basic inverted balances (e.g., tripod, headstand)		Analyze and correct errors in movement patterns and skills that require balance, basic tumbling, and range of motion				
Body Management										
State Standards	HPE 4	HPE 4	HPE 4	HPE 4		HPE 4	HPE 4			
National Standards	NPE 1	NPE 1	NPE 1	NPE 1		NPE 1	NPE 1			

Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
E.	Identify relationship with body parts (e.g., left hand to left shoulder, right elbow to left knee)	Demonstrate a variety of pathways, speeds, directions and levels using locomotor movements	Identify and demonstrate symmetrical and nonsymmetrical shapes at different levels (e.g., body letters, rope spelling)	Demonstrate a combination of movement concepts while performing various skills (e.g., skipping while dribbling a ball in a curved pathway in general space)	Identify body parts and functions in relationship to movement (e.g., long jump – arms swing forward when legs extend)	Connect the importance of posture and body positions with performance of various skills (e.g., swinging a bat, rope jumping, walking on a beam, throwing a ball)	Identify critical elements to improve performance in selected skills (e.g., throw various objects)	Apply critical elements of movement to various activities (e.g., transfer of learning, swing, throwing, strike, biomechanics)		Identify and analyze the critical elements of selected advanced skills (e.g., strength training, games)
	Movement Concepts	Demonstrate the difference between slow and fast movement when performing locomotor movements	Identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops)	Apply relationship experiences with a person (e.g., crawl under partner's bridge) or with objects			Demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions (e.g., hit a target using an overhand throw from a variety of distances)			
State Standards	HPE 1, HPE 4	HPE 1, HPE 4	HPE 1, HPE 4	HPE 1, HPE 4	HPE 1, HPE 4	HPE 1, HPE 4	HPE 4	HPE 4		HPE 4
National Standards	NPE 1	NPE 1	NPE 1	NPE 1, NPE 2	NPE 1, NPE 2	NPE 1, NPE 2	NPE 1	NPE 1		NPE 1

Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
F.	Demonstrate cooperation with partners and small groups to accomplish a game objective	Demonstrate motor skills while participating in low organized games	Demonstrate motor skills and knowledge of rules while participating in low organized games	Apply fundamental and specialized skills in lead-up games	Apply fundamental and specialized skills in game situations	Apply fundamental and specialized skills in game situations with increased proficiency	Apply fundamental and sequential skills in game situations with increased proficiency			
	Demonstrate chasing, fleeing, dodging			Identify appropriate cooperative, social, and teamwork skills while participating in game situations						
Developmental Games										
State Standards	HPE 4	HPE 4	HPE 4	HPE 2, HPE 4	HPE 2, HPE 4	HPE 2, HPE 4	HPE 4			
National Standards	NPE 1, NPE 5	NPE 1	NPE 1	NPE 1, NPE 5	NPE 1	NPE 1	NPE 1			

Physical Activity and Lifetime Wellness

2. Sport Skills and Lifetime Activities										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.			Demonstrate proper techniques for a variety of fundamental skills	Demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (e.g., realize there was too much force when a ball was overthrown)	Identify the proper techniques of specialized skills (e.g., law of opposition)	Critique techniques and provide feedback (e.g., throwing – throwing arm, side away from target, rotate hips) to teacher or partner	Demonstrate skills successfully in modified games of increased complexity		Analyze selected skills and correct errors to improve skill technique	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)
Skill Techniques										
State Standards			HPE4	HPE4	HPE4	HPE4	HPE4		HPE4	HPE 4
National Standards			NPE 2	NPE 2	NPE 2	NPE 2	NPE 2		NPE 2	NPE 2

Physical Activity and Lifetime Wellness

2. Sport Skills and Lifetime Activities										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
B.				Demonstrate a variety of sport specific lead-up games		Demonstrate ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games	Identify terminology, list rules and safety principles appropriate for individual, dual and team sports	Apply terminology, scoring, etiquette, player position and equipment, safety principles and game rules for individual, dual and team sports	Explain sport history	Summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sports
	Individual, Dual and Team Sports						Demonstrate basic competence in a variety of individual, dual and team sports	Apply basic offensive and defensive strategies in a modified game setting	Demonstrate an increased level of competence in skill techniques, scoring, and safety practices in a variety of individual, dual and team sports	Identify and apply rules of play, skill techniques and basic game strategies in a variety of individual, dual and team sports
State Standards				HPE 4		HPE 4	HPE 4	HPE 4	HPE 4	HPE 4
National Standards				NPE 2		NPE 5	NPE 2, NPE 5	NPE 2, NPE 5	NPE 2, NPE 5	NPE 1, NPE 2, NPE 5

Physical Activity and Lifetime Wellness

2. Sport Skills and Lifetime Activities										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
C.							<p>Define terminology, list rules and safety principles appropriate for outdoor pursuits and recreational activities (e.g., table tennis, orienteering)</p>	<p>Apply terminology, scoring, etiquette, safety principles, and rules appropriate for outdoor pursuits and recreational activities</p>	<p>Demonstrate an increased level of competence in a variety of outdoor pursuits and/or recreational activities</p>	<p>Summarize and apply rules, etiquette, skill techniques, and basic strategies in a variety of outdoor pursuits and recreational activities</p>
Outdoor Pursuits/Recreational Activities							<p>Demonstrate basic competence in a variety of outdoor pursuits and recreational activities</p>			<p>Consistently demonstrate skill competency in a variety of outdoor pursuits and recreational activities</p>
State Standards							HPE 4	HPE 4	HPE 4	HPE 4
National Standards							NPE 1, NPE 5	NPE 1, NPE 5	NPE 1	NPE 1, NPE 5

Physical Activity and Lifetime Wellness

2. Sport Skills and Lifetime Activities										
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Specialized Activities * * Aquatics and gymnastics only taught where facilities are available			Demonstrate basic apparatus activities on a balance beam, climbing rope, cargo net, parallel bars, vault, and climbing wall	Demonstrate basic apparatus activities (e.g., balance beam – a forward movement; climbing rope – from a supine position students ascend to a stand and descend to a sit; cargo net – ascending and descending climb to grade level height; parallel/even and uneven bars – under bar activities; horizontal bar – front support; spring board – jump and land)	*Demonstrate competence in basic swimming strokes and safety skills in, on and around the water when facilities allow and is district approved (e.g., first-aid, water patrol, boater safety)		Define terminology, list rules and safety principles appropriate for specialized activities included in the instructional program	Demonstrate an increased level of competence in a variety of physical activities (e.g., gymnastics, aquatics)	Demonstrate an intermediate level of competence in a variety of physical activities (e.g., gymnastics, aquatics) Apply skill techniques, scoring and safety practices in a modified activity setting	Summarize the history, rules, terminology and etiquette in aquatics or gymnastics Identify and apply rules, skill techniques and basic strategies in aquatics or gymnastics Consistently demonstrate skill competency in aquatics or gymnastics
	State Standards			HPE 4	HPE 4	HPE 4		HPE 4	HPE 4	HPE 4
National Standards			NPE 1	NPE 1	NPE 1		NPE 1	NPE 1	NPE 1	NPE 1

Physical Activity and Lifetime Wellness

2. Sport Skills and Lifetime Activities										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
E.										
Careers								Investigate the health, fitness and sport industry careers (e.g., panel of community members, personal interviews, internet research)	Describe the requirements for careers that can be pursued in outdoor pursuits and recreational activities	Investigate and cite career opportunities available as related to physical education (e.g., panel, research paper)
State Standards								N/A	N/A	N/A
National Standards								NPE 6	NPE 6	NPE 6

Physical Activity and Lifetime Wellness

3. Rhythms and Dance										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	Demonstrate the concept of beat/rhythm pattern as it applies to music and movement (e.g., clap, drum)	Demonstrate basic cues to music (e.g., hokey pokey)	Demonstrate movements to different rhythms	Define and differentiate between tempo and beat		Recognize and move to a tempo or beat with various intensity, mood, accent and rhythm patterns				
Essential Elements of Rhythm	Demonstrate simple movements to music (e.g., march to beat)	Demonstrate a simple dance step in keeping with a dance tempo								
State Standards	HPE 4, FA 2, FA 4	HPE 4, FA 2, FA 4	HPE 4, FA 2, FA 4	HPE 2, HPE 4, FA 2, FA 4		HPE 2, HPE 4, FA 2, FA 4				
National Standards	NPE 1	NPE 1	NPE 1	NPE 1		NPE 1				

Physical Activity and Lifetime Wellness

3. Rhythms and Dance										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
B.	Demonstrate the ability to use your body as a means of expression (e.g., snowman melting)	Create/interpret movements to a variety of music (e.g., locomotor/nonlocomotor skills to beat/rhythm pattern)	Demonstrate the ability to create rhythmic movement patterns (e.g., float high, stomp, turn, crawl slow)	Demonstrate ability to interpret and move to a variety of music (e.g., fluid and smooth movements, strong and intense movements)		Communicate ideas and feelings through dance movement (e.g., sports dance, joy, anger)		Apply fundamental movement skills to create a simple movement sequence (e.g., locomotor, non-locomotor, self-expression, self-evaluation)	Analyze the creative and aesthetic aspects of a dance pattern (e.g., direction, time, flow, level, energy)	
Creative/Interpretive										
State Standards	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2		HPE 4, FA 1, FA 2		HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	
National Standards	NPE 1, NPE 6	NPE 1, NPE 6	NPE 1, NPE 6	NPE 1, NPE 6		NPE 1, NPE 6		NPE 1, NPE 6	NPE 1, NPE 6	

Physical Activity and Lifetime Wellness

3. Rhythms and Dance										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
C.		Demonstrate rhythmic activities (e.g., lummi sticks, jump rope, parachute)	Create personal rhythmic pattern with a manipulative (e.g., lummi stick)	Demonstrate rhythmic routines using fundamental movement skills and/or a manipulative (e.g., teacher-directed routine using streamers)		Create simple rhythmic routines using fundamental movement skills in partner and small group situations	Describe the benefits of dance as a lifetime activity as it relates to fitness (e.g., flexibility, muscle coordination)	Design an exercise routine to accompany music that emphasizes fitness components (e.g., jump rope, aerobics, line dance)		Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls, scarves)
Rhythmic Activities										
State Standards		HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2		HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2		HPE 4, FA 1, FA 2
National Standards		NPE 1	NPE 1	NPE 1		NPE 1	NPE 6	NPE 4		NPE 4

Physical Activity and Lifetime Wellness

3. Rhythms and Dance										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
D.		Demonstrate a simple dance	Demonstrate a simple dance with a partner	Demonstrate simple step patterns (e.g., step-together-step-touch), and scattered formations in dance Demonstrate simple dance mixers (changing partner)	Demonstrate step patterns (e.g., do-si-do), simple positions (e.g., promenade) and formations (e.g., partner scattered) in dance	Perform a traditional folk or square dance (e.g., Cotton Eyed Joe and Patty Cake Polka)	Exhibit basic dance skills and fundamentals while demonstrating various dance forms (e.g., folk, line, square, social)		Analyze differences and similarities in dances from various cultures	Demonstrate basic skills and social etiquette in a variety of dance forms utilizing different cultural backgrounds (e.g., line dance, social, folk, aerobic, square, jazz, contemporary)
Forms of Dance										
State Standards		HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2		HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2
National Standards		NPE 1	NPE 1	NPE 1	NPE 1	NPE 1	NPE 1		NPE 1	NPE 1, NPE 5, NPE 6

Physical Activity and Lifetime Wellness

3. Rhythms and Dance										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
E.		Demonstrate appropriate social skills (e.g., responding to a partner in a positive manner)	Identify historical origins of folk dances (e.g., Kinder polka – Germany)			Identify the historical and cultural origin of various international folk dances (e.g., Teton Mountain Stomp – USA)	Demonstrate appropriate social skills while participating in dance activities, including etiquette and courtesies appropriate to various dance forms	Discuss the cultural and historic context of at least one dance form		Compare the recreational and social aspects of a variety of dances and their impact on cultural development
Social/Cultural Aspects of Dance										
State Standards		HPE 5	HPE 4, FA 5			HPE 4, FA 5	HPE 4, FA 5	HPE 4, FA 5	HPE 4, FA 5	HPE 4, FA 5
National Standards		NPE 5	NPE 5			NPE 5	NPE 5, NPE 6	NPE 5, NPE 6	NPE 5, NPE 6	NPE 5, NPE 6



MISSOURI ASSOCIATION
FOR HEALTH, PHYSICAL
EDUCATION, RECREATION,
AND DANCE (MOAHPERD)

Grade-Level Expectations for K-12 Physical Education

At the invitation of the Missouri Department of Elementary and Secondary Education, a Task Force was assembled to complete a regular review of guidelines for Physical Education Curricula in Missouri Schools. This Task Force was representative of all physical education professionals in the state. All educational levels were represented (elementary, middle, high school, and university program), as well as a balance of regional representation and years of experience in the field. Supported by the Missouri Department of Health and Senior Services, the Task Force met in Jefferson City in April of 2014 to begin the process. Tasks were defined and time-lines were established to complete the charge of the Task Force. Following subsequent meetings and communications, the Task Force finalized the project in the summer of 2015.

For a variety of reasons, it was agreed that the Missouri Association for Health, Physical Education, Recreation, and Dance should spearhead the processes associated with implementation. At the November 2015 Representative Assembly meeting of the association, the draft was presented to members for consideration. It was decided to begin a review process at that time, and at the March 2016 meeting of the Representative Assembly the draft document with recommended modifications was approved. During the summer of 2016, recommended changes were addressed and implemented into the document.

As HB 149 passed during the 2014 legislative session, provides stipulations on how DESE updates academic standards, this document is not intended to be approved by DESE as a component of the Missouri Learning Standards. Yet, this document was prepared by reviewing the Missouri Grade Level Expectations for Physical Education (2007) and the SHAPE America National Standards in Physical Education published in 2014. Essential elements of each were included in this current document, while also including important elements of “health-related physical activity” components taken from the School Health Index (SHI).

The Missouri Association for Health, Physical Education, Recreation, and Dance has resources available to support any school district that conducts periodic Physical Education Curriculum Review cycles and seeks to update the curriculum to demonstrate compliance with the most current developmentally-appropriate practices that impact the local curriculum.

Assisting in the review and development process were: Laura Beckmann, Sheri Beeler, Stacey Bryant, Mary Driemeyer, Lieschen Fink, Taralyn Garner, Jen Hadler Hoell, Christi Hopper, Britt Johnson, Tom Loughrey, Julie Lueckenhoff, Rhonda Moore, Treslyn Pollreisz, Ron Ramspott, Andrew Salmon, Carla Smith, Mike Stewart, Steve Taff, Sarah Wall, Nanette Woolford, and Melanie Zerr. This group was invited by Janice Rehak, Missouri Department of Elementary and Secondary Education, with assistance from Kathy Craig and Janet Wilson, Missouri Department of Health and Senior Services.

Grade-Level Outcomes for K-12 Physical Education

ADAPTED FROM AND USED WITH PERMISSION FROM **SHAPE AMERICA**

Created Originally by:

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Now available: *National Standards & Grade-Level Outcomes for K-12 Physical Education*

Find even more guidance on using the new National Standards in *National Standards & Grade-Level Outcomes for K-12 Physical Education* (SHAPE America, 2014). Designed as a tool for physical educators at all levels, this book offers guidance on planning curricula, designing units and lessons, tracking student progress across grades and more. Purchase your copy at www.shapeamerica.org/shop/.

Elementary School Outcomes (K – Grade 5)

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.


Note: Swimming skills and water-safety activities should be taught if facilities permit.

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Demonstrates competency in a variety of motor skills and movement patterns.</i>						
S1.E1 Locomotor <i>Hopping, galloping, running, sliding, skipping, leaping</i>	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)	Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1)	Skips using a mature pattern. (S1.E1.2)	Leaps using a mature pattern. (S1.E1.3)	Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. (S1.E1.4)	Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. (S1.E1.5a) Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b) Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)
S1.E2 Locomotor <i>Jogging, running</i>	<i>Developmentally appropriate/emerging outcomes first appear in grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in grade 2.</i>	Runs with a mature pattern. (S1.E2.2a) Travels showing differentiation between jogging and sprinting. (S1.E2.2b)	Travels showing differentiation between sprinting and running. (S1.E2.3)	Runs for distance using a mature pattern. (S1.E2.4)	Uses appropriate pacing for a variety of running distances. (S1.E2.5)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E3 Locomotor <i>Jumping & landing horizontal</i>	Performs jumping & Landing actions with balance. (S1.E3.K) <i>Note: This outcome applies to both horizontal and vertical jumping & landing.</i>	Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings. (S1.E3.1)	Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1- and 2-foot take-offs and landings. (S1.E3.2)	Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3) <i>Note: This outcome applies to both horizontal and vertical jumping & landing.</i>	Uses spring-and-step take-offs and landings specific to gymnastics. (S1.E3.4) <i>Note: This outcome applies to both horizontal and vertical jumping & landing.</i>	Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small-sided practice tasks and games environments. (S1.E3.5) <i>Note: This outcome applies to both horizontal and vertical jumping & landing.</i>
S1.E4 Locomotor <i>Jumping & landing vertical</i>		Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.1)	Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.2)			
S1.E5 Locomotor <i>Dance</i>	Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)	Combines locomotor and non-locomotor skills in a teacher-designed dance. (S1.E5.1)	Performs a teacher and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)	Performs teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)	Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4)	Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5)
S1.E6 Locomotor <i>Combinations</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4)	* Applies locomotor and manipulative skill combinations in various movement activities.

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S1.E7 Nonlocomotor* (stability)</p> <p><i>Balance Weight transfer</i></p>	<p>Maintains momentary stillness on different bases of support. (S1.E7.Ka)</p> <p>* Place a variety of body parts into high, middle and low levels.</p>	<p>Maintains stillness on different bases of support with different body shapes. (S1.E7.1)</p> <p>* Move feet into a high level by placing the weight on the hands and landing with control</p> <p>* Move in symmetrical positions</p> <p>Transfers weight from one body part to another in self-space in dance and gymnastics environments. (S1.E8.1)</p>	<p>Balances on different bases of support, combining levels and shapes. (S1.E7.2a)</p> <p>Balances in an inverted position with stillness and supportive base. (S1.E7.2b)</p> <p>Transfers weight from feet to different body parts/bases of support for balance and/or travel. (S1.E8.2)</p> <p>* Move feet into a high level by placing the weight on the hands and landing with control.</p>	<p>Transfers weight from feet to hands for momentary weight support. (S1.E8.3)</p> <p>* Transfer weight, from feet to hands, at fast and slow speeds, using large extensions: mule-kick, handstand, cartwheel.</p> <p>* Balance with obvious control, on a variety of moving objects, such as balance boards and scooters.</p> <p>Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E12.3)</p> <p>Combines balance and weight transfers with movement concepts to create and perform a dance (S1.E12.3)</p>	<p>Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)</p> <p>Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel).1 (S1.E8.4)</p>	<p>Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)</p> <p>Transfers weight In tumbling/gymnastics, dance, games and sports skills environments. (S1.E8.5)</p>

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S1.E10 Nonlocomotor (stability)</p> <p><i>Curling & stretching</i></p> <p><i>Twisting & bending</i></p> <p><i>Rolling, pushing, pulling</i></p>	<p>Contrasts the actions of curling & stretching. (S1.E10.K)</p> <p>Rolls sideways in a narrow body shape. (S1.E9.K)</p> <p>Forms wide, narrow, curled & twisted body shapes. (S1.E7.Kb)</p> <p>* Contrasts the action of pushing and pulling</p>	<p>Demonstrates twisting, curling, bending & stretching actions. (S1.E10.1)</p> <p>Rolls with either a narrow or curled body shape. (S1.E9.1)</p>	<p>Differentiates among twisting, curling, bending & stretching actions. (S1.E10.2)</p> <p>Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)</p>	<p>Moves into and out of gymnastics balances with curling, twisting & stretching actions. (S1.E10.3)</p>	<p>Moves into and out of balances on apparatus with curling, twisting & stretching actions. (S1.E10.4)</p>	<p>Performs curling, twisting & stretching actions with correct application in dance, gymnastics, small-sided practice tasks in games environments. (S1.E10.5)</p>
<p>S1.E11 Nonlocomotor (stability)</p> <p><i>Combinations</i></p>	<p>* Identifies and demonstrates a variety of non-locomotor movement vocabulary</p>		<p>Combines balances and transfers into a 3-part sequence (i.e., dance, gymnastics). (S1.E11.2)</p>	<p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. (S1.E11.3)</p>	<p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. (S1.E11.4)</p> <p>Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. (S1.E12.4)</p>	<p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. (S1.E11.5)</p> <p>Combines actions, balances, and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E12.5)</p>

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S1.E13 Manipulative</p> <p><i>Underhand throw</i></p> <p><i>Overhand throw</i></p>	<p>Throws underhand with opposite foot forward. (S1.E13.K)</p>	<p>Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E13.1)</p> <p>* Throw a ball demonstrating an overhand technique, side orientation to the target, and stepping in opposition.</p>	<p>Throws underhand using a mature pattern. (S1.E13.2)</p> <p>Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E14.2)</p> <p>* Throw a ball with different levels of force, toward a target, demonstrating an overhand technique, side orientation to the target, and stepping in opposition.</p>	<p>Throws underhand to a partner or target with accuracy. (S1.E13.3)</p> <p>Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern in nondynamic environments (closed skills), for distance and/or force. (S1.E14.3)</p>	<p>Throws underhand using mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a)</p> <p>Throws overhand using a mature pattern in non-dynamic environments (closed skills). (S1.E14.4a)</p> <p>* Throw a variety of objects (frisbees, deck tennis rings, footballs), demonstrating both accuracy and distance.</p> <p>Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills). (S1.E15.4)</p> <p>Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)</p>	<p>* Throws underhand, with accuracy, in dynamic situations.</p> <p>* Throw a variety of objects (frisbees, deck tennis rings, footballs), demonstrating both accuracy and distance.</p> <p>Throws with accuracy, both partners moving. (S1.E15.5a)</p> <p>Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b)</p> <p>Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a)</p> <p>Throws overhand to a large target with accuracy. (S1.E13.5b)</p> 

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S1.E16 Manipulative</p> <p><i>Catching</i></p>	<p>Drops a ball and catches it before it bounces twice. (S1.E16.Ka)</p> <p>Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)</p> <p>* Toss a ball and catch it before it bounces twice.</p> <p>* Drops a ball and catches it at the peak of the bounce.</p>	<p>Catches a soft object from a self-toss before it bounces. (S1.E16.1a)</p> <p>Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)</p>	<p>Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)</p>	<p>Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3)</p> <p>* Consistently catch a ball with bare hands, a glove or a scoop.</p>	<p>Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment. (closed skills). (S1.E16.4)</p>	<p>Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills). (S1.E16.5a)</p> <p>Catches with accuracy, both partners moving. (S1.E16.5b)</p> <p>Catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)</p>
<p>S1.E17 Manipulative</p> <p><i>Dribbling/ball control with hands</i></p>	<p>Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)</p>	<p>Dribbles continuously in self-space using the preferred hand. (S1.E17.1)</p> <p>* Continuously dribble a ball, using the hands or feet, without losing control.</p>	<p>Dribbles in self-space with preferred hand demonstrating a mature pattern. (S1.E17.2a)</p> <p>Dribbles using the preferred hand while walking in general space. (S1.E17.2b)</p> <p>* Continuously dribble a ball, using the hands or feet, without losing control.</p>	<p>Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. (S1.E17.3)</p> <p>* Hand dribble and foot dribble a ball and maintain control while traveling within a group.</p>	<p>Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern. (S1.E17.4a)</p> <p>Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)</p>	<p>Combines hand dribbling with other skills during 1v1 practice tasks. (S1.E17.5)</p>

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E18 Manipulative <i>Dribbling/ball control with feet</i>	Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)	Taps or dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1)	Dribbles with the feet in general space with control of ball and body. (S1.E18.2) * Continuously dribble a ball, using the hands or feet, without losing control.	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3) * Hand dribble and foot dribble a ball and maintain control while traveling within a group.	Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4)	Combines foot dribbling with other skills in 1v1 practice tasks. (S1.E18.5)
S1.E19 Manipulative <i>Passing & receiving with feet</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Passes & receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.3)	Passes & receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.4b)	
S1.E20 Manipulative <i>Dribbling in combination</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4) * Dribbles, then passes a ball to a moving receiver. * Hand dribble and foot dribble a ball while changing directions and changing from foot to foot and hand to hand.	Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5) * Hand dribble and foot dribble a ball while preventing an opponent from stealing the ball.

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E21 Manipulative <i>Kicking</i>	Kicks a stationary ball from a stationary position demonstrating 2 of the 5 elements of a mature kicking pattern. (S1.E21.K) * Kick a stationary ball, using a running approach (without hesitating or stopping) prior to the kick.	Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E21.1)	Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E21.2) * Use the inside or instep of the foot to kick a slowly rolling ball into the air or along the ground.	Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. (S1.E21.3a) Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)	Kicks a ground ball, a lofted ball, and punts using mature patterns. (S1.E21.4)	Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)
S1.E22 Manipulative <i>Volley, underhand</i>	Volleys a light-weight object (balloon), sending it upward. (S1.E22.K)	Volleys an object with an open palm, sending it upward. (S1.E22.1)	Volleys an object upward with consecutive hits. (S1.E22.2) * Use at least three different body parts to strike a ball toward a target.	Strikes/volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E22.3) * Strike a softly thrown, lightweight ball back to a partner using a variety of body parts and combinations of body parts, such as the forearm volleyball bump the thigh trap/pass in soccer.	Strikes/volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball). (S1.E22.4)	* Applies skill in various situations.

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E23 Manipulative <i>Volley, overhead</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	Strikes/volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E23.4) * In a small group, keep an object (ball, foot bag) continuously in the air without catching it.	Strikes/volleys a ball using a 2-hand overhead pattern, sending it upward to a target. (S1.E23.5)
S1.E24 Manipulative <i>Striking, short implement</i>	Strikes a lightweight object with a paddle short-handled racket. (S1.E24.K)	Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1) * Strike a ball repeatedly with a paddle.	* Strike a ball repeatedly with a paddle toward a target.	Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a) Strikes an object with a short-handled implement while the 5 critical elements of a mature pattern. (S1.E24.3b) * Consistently strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to the target, and swing plane.	Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a) Strikes an object with a short handled implement, alternating hits a partner over a low net or against a wall. (S1.E24.4b) * Continuously strike a ball to a wall or a partner with a paddle, using forehand and backhand strokes.	Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5) * Continuously strike toward a target or a partner with a paddle, using forehand and backhand strokes

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S1.E25 Manipulative</p> <p><i>Striking, long implement</i></p>	<p>* Striking off batting tees.</p>	<p>* Consistently strike a ball with a bat from a tee or cone, using a correct grip and side orientation.</p>	<p>Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/ proper body orientation. (S1.E25.2)</p> <p>* Striking a self-tossed ball to different distances.</p>	<p>Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. <i>Note:</i> Use batting tee or ball tossed by teacher for batting. (S1.E25.3)</p> <p>* Consistently strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to the target, and swing plane.</p>	<p>Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through). (S1.E25.4)</p>	<p>Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a)</p> <p>Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b)</p>
<p>S1.E27 Manipulative</p> <p><i>Jumping rope</i></p>	<p>Executes a single jump with self-turned rope. (S1.E27.Ka)</p> <p>Jumps a long rope with teacher-assisted turning. (S1.E27.Kb)</p>	<p>Jumps forward or backward consecutively using a self- turned rope. (S1.E27.1a)</p> <p>Jumps a long rope up to 5 times consecutively with teacher-assisted turning. (S1.E27.1b)</p>	<p>Jumps a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a)</p> <p>Jumps a long rope 5 times ,consecutively with student turners. (S1.E27.2b)</p>	<p>Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. (S1.E27.3)</p>	<p>Creates a jump-rope routine with either a short or long rope. (S1.E27.4)</p>	<p>Creates a jump- rope routine with a partner, using either a short or long rope. (S1.E27.5)</p>

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i>						
<p>S2.E1 Movement concepts</p> <p><i>Space—self or personal; general space</i></p>	<p>Differentiates between movement in personal (self-space) and general space. (S2.E1.Ka)</p> <p>Moves in personal space to a rhythm. (S2.E1.Kb)</p> <p>* Demonstrates safe movement through general space.</p>	<p>Moves in self-space and general space in response to designated beats/ rhythms. (S2.E1.1)</p>	<p>Combines locomotor skills in general space to a rhythm. (S2.E1.2)</p>	<p>* Demonstrate safe movement through general space in a variety of movement contexts</p>	<p>Safely applies the concept of general space to combination skills involving traveling (e.g., dribbling and traveling). (S2.E1.4a)</p> <p>Dribbles in general space with changes in direction and speed. (S2.E1.4c)</p>	<p>Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments. (S2.E1.5)</p>
<p>S2.E2 Movement concepts</p> <p><i>Pathways, shapes, levels, extensions</i></p>	<p>Travels safely in straight, curved and zigzag pathways. (S2.E2.K)</p> <p>* Travels demonstrating extensions (large/small; wide/narrow; far/near).</p>	<p>Travels demonstrating low, middle and high levels. (S2.E2.1a)</p> <p>Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b)</p>	<p>Combines shapes, levels, extensions and pathways into simple travel, dance and gymnastics sequences. (S2.E2.2)</p>	<p>* Employs a variety of pathways, shapes, extensions and levels while moving in a various locomotor patterns.</p>	<p>Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. (S2.E2.4)</p>	<p>Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction. (S2.E2.5)</p>

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S2.E3 Movement concepts</p> <p><i>Speed, direction, force, flow</i></p>	<p>Travels safely in general space with different speeds, force and directions. (S2.E3.K)</p>	<p>Differentiates between fast and slow speeds. (S2.E3.1a)</p> <p>Differentiates between strong and light force. (S2.E3.1b)</p>	<p>Varies time and force with gradual increases and decreases. (S2.E3.2)</p> <p>* Differentiates between bound and free (flow)</p>	<p>Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher or as is appropriate for the situation. (S2.E3.3)</p>	<p>Applies the movement concepts of speed, endurance and pacing for various locomotor movement (e.g. Running) (S2.E3.4a)</p> <p>Applies the concepts of direction and force in various activities (e.g. when striking an object with a short-handled implement, sending it toward a designated target). (S2.E3.4b)</p>	<p>Applies movement concepts to strategy in game situations. (S2.E3.5a)</p> <p>Applies the concepts of direction and force (e.g. to strike an object with a long-handled implement). (S2.E3.5b)</p> <p>Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c)</p>

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S2.E5 Movement concepts</p> <p><i>Strategies & tactics</i></p>	<p>* Demonstrates control while engaging safely in fleeing and chasing activities</p>	<p>* Demonstrate skills of chasing, fleeing, and dodging to avoid or catch others</p>	<p>* Applies appropriate cooperative, social, and teamwork skills while participating in game situations</p>	<p>* Apply chasing, fleeing and dodging in a variety of complex and changing game-like situations</p>	<p>* Applies simple offensive and defensive strategies and tactics in complex and changing game-like situations.</p> <p>Recognizes the types of skills needed for different games and sports situations (e.g. Kicks, throws). (S2.E5.4c)</p>	<p>Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks. (S2.E5.5a)</p> <p>Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks. (S2.E5.5b)</p> <p>Recognizes and demonstrates strategies and tactics needed for different games and sports situations (e.g. throw, volley, or striking action needed for different games & sports situations. (S2.E5.5c)</p>
<p>Movement concepts</p> <p><i>Body Awareness</i></p>	<p>* Identify selected body parts, skills, and movement concepts.</p>	<p>* Identify major body parts (e.g. head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes)</p>	<p>* Identify human body systems (e.g. heart—circulatory system, lungs—respiratory system, muscle—muscular system, bones—skeletal system)</p> <p>* Show on the body a few of the major bones (e.g. patella, ribs, phalanges, femur)</p>	<p>* Identify the parts of the circulatory and respiratory systems of the body (circulatory—heart, blood, veins, arteries; respiratory—lungs, mouth, nose bronchial, tubes, trachea)</p> <p>* Tell why muscles and bones are important to movement</p>	<p>* Label major muscles (e.g. abdominals, quadriceps, biceps) and bones (e.g. tibia, fibula, radius)</p> <p>* Recognize what systems work together to move your body (e.g. muscular and skeletal)</p>	<p>* Identify the major functions of circulatory (blood flow); respiratory (oxygen); muscular (strength and motor performance) and skeletal (body support) systems</p>

Standard 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>						
S3.E1 Physical activity knowledge	Identifies active-play opportunities outside physical education class. (S3.E1.K) * Explains ways to be active every day.	Discusses the benefits of being active and exercising and/ or playing. (S3.E1.1) * Describes behaviors that are physically active and physically in-active.	Describes large motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). (S3.E1.2) * Identifies the recommended amount of physical activity for children. * Describe how being physically active can help a person feel better. * Describe the benefits of being physically active. * Describe the benefits of drinking plenty of water before, during, and after physical activity.	Tracks participation in physical activities outside physical education class. (S3.E1.3a) Identifies physical activity benefits as a way to become healthier. (S3.E1.3b) * Identify different types of physical activity (Physical Activity Pyramid). * Set a realistic personal goal to be physically active.	Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4) * Track progress toward personal goal to be physically active. * Describe the recommended amount of physical activity for children. * Identify ways to increase daily physical activity. * Identify different types of physical activities. * Describe the importance of choosing a variety of ways to be physically active. * Explain positive outcomes for being physically active.	Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)

Standard 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S3.E1 Physical activity knowledge <i>(continued)</i>					* Identify short-term and long-term benefits of moderate and vigorous physical activity, such as improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases.	
S3.E2 Engages in physical activity	* Meet the national standard of 60 minutes of daily physical activity.	* Meet the national standard of 60 minutes of daily physical activity.	* Meet the national standard of 60 minutes of daily physical activity.	* Meet the national standard of 60 minutes of daily physical activity. * Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.	* Meet the national standard of 60 minutes of daily physical activity. * Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.	* Meet the national standard of 60 minutes of daily physical activity * Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.
S3.E3 Fitness knowledge	Recognizes that when you move fast, your heart beats faster and you breathe faster. (S3.E3.K)	Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1) * Understands body temperature changes are related to heart rate changes as a result of physical activity (e.g. perspiration/ sweat).	Identifies physical activities that contribute to fitness. (S3.E3.2b)	Provide examples of physical activity to enhance different fitness components.	Identifies the components of health-related fitness and recognize activities that contribute to the development of each component. (S3.E3.4)	* Identify activities that contribute to the development of each health-related component of fitness.

Standard 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S3.E4 Fitness knowledge	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2</i>	* Identifies proper warm up and cool down procedures (e.g. static/dynamic stretching)	Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. (S3.E4.3)	Demonstrates warm-up & cool-down relative to the cardio-respiratory fitness assessment. (S3.E4.4)	Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.5)
S3.E5 Assessment & Personal Development	<i>Developmentally appropriate/emerging outcomes first appear in Grade 1.</i>	* Demonstrates skills necessary to improve fitness levels (e.g. FITNESSGRAM)	* Demonstrates skills necessary to improve fitness levels (e.g. FITNESSGRAM)	* Demonstrates, with teacher direction, the health-related fitness assessments. (S3.E5.3)	* Uses fitness assessments to set goals for achieving or maintaining healthy fitness levels (e.g. FITNESSGRAM) Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)	Analyzes results of fitness assessment (FITNESSGRAM pre- & post-), comparing results to fitness components for good health. (S3.E5.5a) * Identify barriers to participation in physical activity. Set goals to address ways to use physical activity to overcome barriers and enhance fitness. (S3.E5.5b)
S3.E6 Nutrition	Recognizes that food provides energy for physical activity and growth. (S3.E6.K)	Differentiates between healthy and unhealthy foods. (S3.E6.1)	* Recognizes how energy balance correlates to nutrition and physical activity (caloric intake and expenditure) * Recognizes that daily hydration choices relate to physical activity	Identifies foods and drinks that are beneficial or harmful before, during, and after physical activity. (S3.E6.3)	Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)	Analyzes the impact of food choices relative to physical activity, youth sports & personal health. (S3.E6.5)

Standard 4	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Exhibits responsible personal and social behavior that respects self and others.</i>						
S4.E1 Personal responsibility	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)	Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)	Practices skills with minimal teacher prompting. (S4.E1.2)	Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)	Exhibits responsible behavior in independent group situations. (S4.E1.4)	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
S4.E2 Personal responsibility	Acknowledges responsibility for behavior when prompted. (S4.E2.K)	Follows the rules & parameters of the learning environment. (S4.E2.1)	Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)	Works independently for extended periods of time. (S4.E2.3)	Reflects on personal social behavior in physical activity. (S4.E2.4)	Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a) Exhibits respect for self and others with appropriate behavior while engaging in physical activity. (S4.E2.5b)
S4.E3 Accepting feedback	Follows instruction/directions when prompted. (S4.E3.K)	Responds appropriately to general feedback from the teacher. (S4.E3.1)	Accepts specific corrective feedback from the teacher. (S4.E3.2)	Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)	Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)	Gives corrective feedback respectfully to peers. (S4.E3.5)
S4.E4 Working with others	Shares equipment and space with others. (S4.E4.K)	Works independently and respectfully with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)	Works independently with others in partner environments. (S4.E4.2)	Works cooperatively with others. (S4.E4.3a) Praises others for their success in movement performance. (S4.E4.3b)	Praises the movement performance of others both more- and less-skilled. (S4.E4.4a) Accepts players of all skill levels into the physical activity. (S4.E4.4b)	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5) * Assists others in the performance of tasks.

Standard 4	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S4.E5 Rules & etiquette	Recognizes and follows the established protocol for class activities. (S4.E5.K)	Exhibits the Established protocols for class activities. (S4.E5.1)	Recognizes and adheres to the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)	Recognizes and adheres to the role of rules and etiquette in physical activity with peers. (S4.E5.3)	Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)	Reflect and analyze the etiquette of self and others in following rules of various game activities. (S4.E5.5)
S4.E6 Safety	Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)	Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)	Works independently and safely in physical education. (S4.E6.2a) Works safely with physical education equipment. (S4.E6.2b) * Be able to identify safety rules for playing on playgrounds, swimming, and playing sports. * Describe how to be a safe pedestrian	Works independently and safely in physical activity settings. (S4.E6.3) * Willingly uses appropriate safety equipment with various equipment (bike helmet). * Describe how to ride a bike, skateboard, inline skates, scooter safely	Works safely with peers and equipment in physical activity settings. (S4.E6.4) * Identify safety precautions for playing and working outdoors in different kinds of environmental conditions. * Identify ways to reduce injury as a pedestrian.	Applies safety principles with age-appropriate physical activities. (S4.E6.5) * Identify safety precautions for playing and working outdoors in different kinds of environmental conditions. * Identify ways to reduce injury as a pedestrian.

Standard 5	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.						
S5.E1 Health	Recognizes that physical activity is important for good health. (S5.E1.K)	Identifies physical activity as a component of good health. (S5.E1.1)	Recognizes the value of “good health balance.” (Refer to S3.E6.2)	Discusses the relationship between physical activity and good health. (S5.E1.3)	Examines the health benefits of participating in physical activity. (S5.E1.4)	Compares the health benefits of participating in selected physical activities. (S5.E1.5)
S5.E2 Challenge	Acknowledges that some physical activities are challenging/difficult. (S5.E2.K)	Recognizes that challenge in physical activities can lead to success. (S5.E2.1)	Compares physical activities that bring confidence and challenge. (S5.E2.2)	Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)	Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)	Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
S5.E3 Self-expression & enjoyment	Identifies physical activities that are enjoyable. (S5.E3.Ka) Discusses the enjoyment of playing with friends. (S5.E3.Kb)	Describes positive feelings that result from participating in physical activities. (S5.E3.1a) Discusses personal reasons (i.e., the “why”) for enjoying physical activities. (S5.E3.1b)	Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment). (S5.E3.2)	Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)	Ranks the enjoyment of participating in different physical activities. (S5.E3.4)	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
S5.E4 Social interaction	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)	Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)	Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)

Middle School Outcomes (Grades 6-8)

By the end of Grade 8, the learner will apply tactics and strategies to modified game play; demonstrate fundamental movement skills in a variety of contexts; design and implement a health-enhancing fitness program; participate in self-selected physical activity; cooperate with and encourage classmates; accept individual differences and demonstrate inclusive behaviors; and engage in physical activity for enjoyment and self-expression. **Note:** Swimming skills and water-safety activities should be taught if facilities permit.

Standard 1	Grade 6	Grade 7	Grade 8
Demonstrates competency in a variety of motor skills and movement patterns.			
S1.M1 Dance & rhythms	Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance. (S1.M1.6)	Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance. (S1.M1.7)	Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. (S1.M1.8)
S1.M2 Games & sports Invasion & field games <i>Throwing</i>	Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2 nd base to 1 st base). (S1.M2.6)	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. (S1.M2.7)	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8)
S1.M3 <i>Catching</i>	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (S1.M3.6)	Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. (S1.M3.7)	Catches using an implement in a dynamic environment or modified game play. (S1.M3.8)
S1.M4 Games & sports Invasion games <i>Passing & receiving</i>	Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball. (S1.M4.6)	Passes and receives with feet in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as soccer or speedball. (S1.M4.7)	Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8)
S1.M5 Games & sports Invasion games <i>Passing & receiving</i>	Throws, while stationary, a leading pass to a moving receiver. (S1.M5.6)	Throws, while moving, a leading pass to a moving receiver. (S1.M5.7)	Throws a lead pass to a moving partner off a dribble or pass. (S1.M5.8)
S1.M6 Games & sports Invasion games <i>Offensive skills</i>	Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)	Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7)	Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)

Standard 1	Grade 6	Grade 7	Grade 8
S1.M7 Games & sports Invasion games <i>Offensive skills</i>	Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes. (S1.M7.6)	Performs the following offensive skills with defensive pressure: pivot, give & go, and fakes. (S1.M7.7)	Executes the following offensive skills during small-sided game play: pivot, give & go, and fakes. (S1.M7.8)
S1.M8 Games & sports Invasion games <i>Dribbling/ball control</i>	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.6)	Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks. (S1.M8.7)	Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play. (S1.M8.8)
S1.M9 Games & sports Invasion games <i>Dribbling/ball control</i>	Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (S1.M9.6)	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. (S1.M9.7)	Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.M9.8)
S1.M10 Games & sports Invasion games <i>Shooting on goal</i>	Shoots on goal with power in a dynamic environment as appropriate to the activity. (S1.M10.6)	Shoots on goal with power and accuracy in small-sided game play. (S1.M10.7)	Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. (S1.M10.8)
S1.M11 Games & sports Invasion games <i>Defensive skills</i>	Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)	Slides in all directions while on defense without crossing feet. (S1.M11.7)	Drop-steps in the direction of the pass during player-to-player defense. (S1.M11.8)
S1.M12 Games & sports Net/wall games <i>Serving</i>	Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball. (S1.M12.6)	Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball. (S1.M12.7)	Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball. (S1.M12.8)
S1.M13 Games & sports Net/wall games <i>Striking</i>	Strikes, with a mature overarm pattern, in a non-dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.6)	Strikes, with a mature overarm pattern, in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.7)	Strikes, with a mature overarm pattern, in a modified game for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.8)

Standard 1	Grade 6	Grade 7	Grade 8
S1.M14 Games & sports Net/wall games <i>Forehand & backhand</i>	Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis. (S1.M14.6)	Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. (S1.M14.7)	Demonstrates the mature form of fore- hand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickle- ball, tennis, badminton or paddle ball. (S1.M14.8)
S1.M15 Games & sports Net/wall games <i>Weight transfer</i>	* Transfers weight with correct timing for a variety of manipulative movements.	* Transfers weight with correct timing using low to or high striking pattern for a variety of manipulative movements.	Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the backhand side. (S1.M15.8)
S1.M16 Games & sports Net/wall games <i>Volley</i>	Forehand-volleys with a mature form and control using a short-handled implement. (S1.M16.6)	Forehand- and backhand-volleys with a mature form and control using a short-handled implement. (S1.M16.7)	Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play. (S1.M16.8)
S1.M17 Games & sports Net/wall games <i>Two-hand volley</i>	Two-hand-volleys with control in a variety of practice tasks. (S1.M17.6)	Two-hand-volleys with control in a dynamic environment. (S1.M17.7)	Two-hand-volleys with control in a small-sided game. (S1.M17.8)
S1.M18 Games & sports Target games <i>Underhand throw</i>	Demonstrates a mature underhand throwing pattern for a modified target game such as bowling, bocce or horseshoes. (S1.M19.6)	Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocci or horseshoes. (S1.M18.7)	Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for one target game such as bowling or bocci. (S1.M18.8)
S1.M19 Games & sports Target games <i>Striking</i>	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffle- board or golf. (S1.M19.6)	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffle- board or golf. (S1.M19.7)	Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard or golf. (S1. M19.8)
S1.M20 Games & sports Fielding/striking games <i>Striking</i>	Strikes a pitched ball with an implement with force in a variety of practice tasks. (S1.M20.6)	Strikes a pitched ball with an implement to open space in a variety of practice tasks. (S1.M20.7)	Strikes a pitched ball with an implement for power to open space in a variety of small-sided games. (S1.M20.8)

Standard 1	Grade 6	Grade 7	Grade 8
S1.M21 Games & sports Fielding/striking games <i>Catching</i>	Catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks. (S1.M21.6)	Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play. (S1.M21.7)	Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. (S1.M21.8)
S1.M22 Outdoor/Adventure pursuits <i>(See end of section for examples)</i>	Demonstrates correct technique for basic skills in 1 self-selected outdoor activity. (S1.M22.6)	Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity. (S1.M22.7)	Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities. (S1.M22.8)
S1.M23 Aquatics	Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.		
S1.M24 Individual-performance activities	Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity. (S1.M24.6)	Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity. (S1.M24.7)	Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities. (S1.M24.8)
Applies the Elements of Dance in Movement Skills	<ul style="list-style-type: none"> * Demonstrates correct rhythm and pattern for one of the following Dance forms(folk, social, creative, line or world) * Practices simple breathing and relaxation techniques. * Perform short dances that have a beginning, middle, and end. 	<ul style="list-style-type: none"> * Demonstrates correct rhythm and pattern for a variety of dance forms among folk, social, creative, line, and world. * Use of breath to facilitate movement in dance. * Perform dances that use simple choreographic forms and structures (musical, literary, or visual). 	<ul style="list-style-type: none"> * Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. * Maintains adequate breath support for movement phrasing and endurance, and ease of motion. * Perform dances that fulfill aesthetic criteria including: beginning development of an idea, resolution, and end; use of variety in elements of dance, artistic form, and communication of the intent of the choreographer.
Applies Locomotor and Non-locomotor Movement Skills in Dance and Rhythmic Activities	<ul style="list-style-type: none"> * Integrate locomotor and non-locomotor (axil) movement and stillness into dance sequences through use of transitions. 	<ul style="list-style-type: none"> * Demonstrates basic movement skills and describes the underlying principles (e.g., alignment, balance, initiation of movement, articulation, isolated body parts, weight shift, elevation and landing, fall and recovery). 	<ul style="list-style-type: none"> * Apply anatomical concepts to movements that are vertical, off vertical, and on one leg with balance, agility, endurance, and ease of motion.

Standard 2	Grade 6	Grade 7	Grade 8
<i>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i>			
S2.M1 Games & sports Invasion games <i>Creating space with movement</i>	Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (S2.M1.6)	Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7)	Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)
S2.M2 Games & sports Invasion games <i>Creating space with offensive tactics</i>	Executes at least 1 the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go. (S2.M2.6)	Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go. (S2.M2.7)	Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give & go. (S2.M2.8)
S2.M3 Games & sports Invasion games <i>Creating space using width & length</i>	Creates open space by using the width and length of the field/court on offense. (S2.M3.6)	Creates open space by staying spread on offense, and cutting and passing quickly. (S2.M3.7)	Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)
S2.M4 Games & sports Invasion games <i>Reducing space by changing size & shape</i>	Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)	Reduces open space on defense by staying close to the opponent as he/ she nears the goal. (S2.M4.7)	Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)
S2.M5 Games & sports Invasion games <i>Reducing space using denial</i>	Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. (S2.M5.6)	Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.7)	Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.8)
S2.M6 Games & sports Invasion games <i>Transitions</i>	Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7)	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)

Standard 2	Grade 6	Grade 7	Grade 8
S2.M7 Games & sports Net/wall games <i>Creating space through variation</i>	Creates open space in net/wall games with a short-handled implement by varying force and direction. (S2.M7.6)	Creates open space in net/wall games with a long-handled implement by varying force and direction, and by moving opponent from side to side. (S2.M7.7)	Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back. (S2.M7.8)
S2.M8 Games & sports Net/wall games <i>Using tactics & shots</i>	Reduces offensive options for opponents by returning to mid-court position. (S2.M8.6)	Selects offensive shot based on opponent's location (hit where opponent is not). (S2.M8.7)	Varies placement, force and timing of return to prevent anticipation by opponent. (S2.M8.8)
S2.M9 Games & sports Target games <i>Shot selection</i>	Selects appropriate shot and/or club based on location of the object in relation to the target. (S2.M9.6)	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. (S2.M9.7)	Varies the speed, force and trajectory of the shot based on location of the object in relation to the target. (S2.M9.8)
S2.M10 Games & sports Fielding/striking games <i>Offensive strategies</i>	Identifies open spaces and attempts to strike object into that space. (S2.M10.6)	Uses a variety of shots (e.g., slap & run, bunt, line drive, high arc) to hit to open space. (S2.M10.7)	Identifies sacrifice situations and attempt to advance a teammate. (S2.M10.8)
S2.M11 Games & sports Fielding/striking games <i>Reducing space</i>	Identifies the correct defensive play based on the situation (e.g., number of outs). (S2.M11.6)	Selects the correct defensive play based on the situation (e.g., number of outs). (S2.M11.7)	Reduces open spaces in the field by working with teammates to maximize coverage. (S2.M11.8)
S2.M12 Individual-performance activities, dance & rhythms <i>Movement concepts</i>	Varies application of force during dance or gymnastic activities. (S2.M12.6)	* Identifies and applies <i>principles</i> of motion to various dance or movement activities.	Describes and applies mechanical advantage(s) for a variety of movement patterns. (S2.M12.8)
S2.M13 Outdoor pursuits <i>Movement concepts</i>	Makes appropriate decisions to ensure safety of self and others (e.g. weather, level of difficulty, etc.). (S2.M13.6)	Analyzes the situation and makes adjustments to ensure the safety of self and others. (S2.M13.7)	Implements safe protocols in self-selected outdoor activities. (S2.M13.8)

Standard 2	Grade 6	Grade 7	Grade 8
<p>Applications of Principles and Elements of Dance to Fitness Activities</p>	<ul style="list-style-type: none"> * Varies application of force during dance, rhythmic movement or gymnastic activities. * Uses concentration and focus during dancing. * Understand the role of improvisation in choreography. * Use abstract movement to create dance phrases that communicate ideas, experiences, feelings, or images. 	<ul style="list-style-type: none"> * Identifies and applies Newton’s Laws of motion to various dance or movement activities. * Uses clarity, concentration, and focus while dancing. * Select movement phrases to create dance sequences that communicate ideas, experiences, feelings, images or stories. * Use self-assessment, teacher feedback, and peer feedback to refine dance quality. * Use dance vocabulary to describe how elements of movement are used to communicate ideas in dance. 	<ul style="list-style-type: none"> * Describes and applies mechanical advantages for a variety of movement patterns. * Dance with concentration and dynamic energy, kinesthetic awareness, interconnectedness between dancers, and attention to auditory and visual cues. * Uses appropriate movement terminology and dance & anatomical vocabulary to describe the actions and movement elements. * Identifies aesthetic criteria for evaluating dance (e.g. originality, visual and emotional, impact, variety, transition, contrast, skill of performers). * Use reflection and discussion to revise choreography.

Standard 3	Grade 6	Grade 7	Grade 8
<i>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>			
S3.M1 Physical activity knowledge	Describes how being physically active leads to a healthy body. (S3.M1.6)	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. (S3.M1.7)	Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health. (S3.M1.8)
S3.M2 Engages in physical activity	Participates in self-selected physical activity outside of physical education class. (S3.M2.6)	Participates in self-selected physical activity outside of physical education class. (S3.M2.6)	Participates in self-selected physical activity outside of physical education class. (S3.M2.6)
S3.M3 Engages in physical activity	Participates in a variety of aerobic fitness activities such as cardio kick, step aerobics and aerobic dance. (S3.M3.6)	Participates in a variety of strength- and endurance-fitness activities such as Pilates, resistance training, body- weight training and light free-weight training. (S3.M3.7)	Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming. (S3.M3.8)
S3.M4 Engages in physical activity	Participates in a variety of aerobic-fitness activities using technology. (S3.M4.6)	Participates in a variety of strength- and endurance-fitness activities such as weight or resistance training. (S3.M4.7)	Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility training. (S3.M4.8)
S3.M5 Engages in physical activity	Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities. (S3.M5.6)	Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities. (S3.M5.7)	Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day. (S3.M5.8)
S3.M6 Fitness knowledge	Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6)	Participates in moderate to vigorous muscle- and bone-strengthening physical activity. (S3.M6.7)	Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day. (S3.M6.8)
S3.M7 Fitness knowledge	Identifies the components of skill-related fitness. (S3.M7.6)	Distinguishes between health-related and skill-related fitness. (S3.M7.7)	Compares and contrasts health-related fitness components. (S3.M7.8)
S3.M8 Fitness knowledge	Sets and monitors a self-selected physical activity goal for aerobic and/ or muscle- and bone-strengthening activity based on current fitness level. (S3.M8.6)	Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.7)	Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.8)

Standard 3	Grade 6	Grade 7	Grade 8
S3.M9 Fitness knowledge	Employs correct techniques and methods of stretching. (S3.M9.6)	Describes and demonstrates the difference between dynamic and static stretches. (S3.M9.7)	Employs a variety of appropriate static stretching techniques for all major muscle groups. (S3.M9.8)
S3.M10 Fitness knowledge	Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance. (S3.M10.6)	Describes the role of exercise and nutrition in weight management. (S3.M10.7)	Describes the role of flexibility in injury prevention. (S3.M10.8)
S3.M11 Fitness knowledge	Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness and flexibility.) (S3.M11.6)	Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. (S3.M11.7)	Uses the overload principle (FITT formula) in preparing a personal workout. (S3.M11.8)
S3.M12 Fitness knowledge	Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)	Designs a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.7)	Designs and implements a warm-up/ cool-down regimen for a self-selected physical activity. (S3.M12.8)
S3.M13 Fitness knowledge	Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale. (S3.M13.6)	Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise. (S3.M13.7)	Defines how the RPE Scale can be used to adjust workout intensity during physical activity. (S3.M13.8)
S3.M14 Fitness knowledge	Identifies major muscles used in selected physical activities. (S3.M14.6)	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. (S3.M14.7)	Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. (S3.M14.8)
S3.M15 Assessment & program planning	Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment. (S3.M15.6)	Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment. (S3.M15.7)	Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment. (S3.M15.8)
S3.M16 Assessment & program planning	Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. (S3.M16.6)	Maintains a physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log. (S3.M16.7)	Designs and implements a program to improve levels of health-related fitness and nutrition. (S3.M16.8)

Standard 3	Grade 6	Grade 7	Grade 8
S3.M17 Nutrition	Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/ her age and physical activity levels. (S3.M17.6)	Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity. (S3.M17.7)	Describes the relationship between poor nutrition and health risk factors. (S3.M17.8)
S3.M18 Stress management	Identifies positive and negative results of stress and appropriate ways of dealing with each. (S3.M18.6)	Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise. (S3.M18.7)	Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi. (S3.M18.8)
Ability to practice health-enhancing behaviors and avoid or reduce health risks.	<ul style="list-style-type: none"> * Regularly participates in a variety of aerobic activities such as cardio-kick, Zumba, step aerobics, and/or aerobic dance. * Designs and implements a warm-up/cool-down regimen for self-selected physical activity. 	<ul style="list-style-type: none"> * Regularly participates in a variety of aerobic fitness activities, strength & endurance fitness activities (i.e. Pilates, resistance-training) * Describe and demonstrate 3 or 4 safe warm-up practices that relate to personal needs. (e.g., hyperextended knees, swaybacks, rounded shoulders, or lack of abdominal tone). 	<ul style="list-style-type: none"> * Participates in a variety of self-directed aerobic, strength & endurance fitness activities. Plans and implements cross training programs that keep an individual fit. * Applies safe movement practices in both technique and choreography (e.g., plié: knees over toes; releve: alignment of ankle, knee, and hip; balance: vertical alignment of the spine).
Knowledge for Healthy Lifestyle Development	<ul style="list-style-type: none"> * Describe the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults. * Explain how physical activity can be incorporated into daily life without special exercise equipment. * Describe ways to increase daily physical activity and decrease inactivity. * Summarize the mental and social benefits of physical activity. * Differentiate between physical activity, exercise, health-related fitness, and skill-related fitness. 	<ul style="list-style-type: none"> * Describe physical activities that contribute to maintaining or improving components of health-related fitness. * Explain the short-term and long-term benefits of physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases. * Explain how an inactive lifestyle contributes to chronic disease. * Explain the importance of warming up and cooling down after physical activity. * Describe climate-related physical conditions that affect physical activity, such as heat exhaustion, sunburn, heat stroke, and hypothermia. 	<ul style="list-style-type: none"> * Summarize the benefits of drinking water before, during, and after physical activity. * Summarize how physical activity can contribute to maintaining a healthy body weight. * Describe the use of safety equipment for specific physical activities. * Describe the ways to reduce risk of injuries from participation in sports and other physical activities.

Standard 3	Grade 6	Grade 7	Grade 8
Influence of family, peers, culture, media, technology and other factors on health behaviors	<ul style="list-style-type: none"> * Explain the influence of school rules and community laws (e.g., bicycling riding laws) on physical activity practices and behaviors. * Explain how perceptions of norms influence healthy and unhealthy physical activity practices and behaviors. 	<ul style="list-style-type: none"> * Explain how social expectations influence healthy and unhealthy behaviors related to physical activity practices and behaviors. * Explain how personal values and beliefs influence physical activity practices and behaviors. 	<ul style="list-style-type: none"> * Describe how some health risk behaviors influence the likelihood of engaging in physical inactivity practices and behaviors. * Analyze how relevant influences of family and culture, school and community, media (e.g. advertising, social networks) and technology (e.g., internet shopping), and peers affect personal physical activity practices and behaviors.
Ability to access valid information and products and services to enhance health.		<ul style="list-style-type: none"> * Analyze the validity and reliability of physical activity information. * Determine the availability of valid and reliable physical activity products. 	<ul style="list-style-type: none"> * Analyze the validity and reliability of physical activity products and services. * Access valid and reliable physical activity information from home, school, or community. * Locate valid and reliable physical activity products and services.
Ability to practice health-enhancing behaviors and avoid or reduce health risks	<ul style="list-style-type: none"> * Explain the importance of being responsible for being physically active. 	<ul style="list-style-type: none"> * Analyze personal practices and behaviors that reduce or prevent physical inactivity. 	<ul style="list-style-type: none"> * Demonstrate healthy practices and behaviors to improve the physical activity of oneself and others. * Provide evidence of being physically active outside of school on a regular basis.

Standard 4	Grade 6	Grade 7	Grade 8
Exhibits responsible personal and social behavior that respects self and others.			
S4.M1 Personal responsibility	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)	Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.M1.8)
S4.M2 Personal responsibility	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. (S4.M2.6)	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. (S4.M2.7)	Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (S4.M2.8)
S4.M3 Accepting feedback	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)	Provides corrective feedback to a peer, using teacher-generated guide-lines, and incorporating appropriate tone and other communication skills. (S4.M3.7)	Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)
S4.M4 Working with others	Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.M4.7)	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)
S4.M5 Working with others	Cooperates with a small group of classmates during adventure activities, game play or team-building activities. (S4.M5.6)	Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play. (S4.M5.7)	Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. (S4.M5.8)
S4.M6 Rules & etiquette	Identifies the rules and etiquette for physical activities/games and dance activities. (S4.M6.6)	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (S4.M6.7)	Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. (S4.M6.8)
S4.M7 Safety	Uses physical activity and fitness equipment appropriately and safely, <i>with the teacher's guidance.</i> (S1.M7.6)	<i>Independently</i> uses physical activity and exercise equipment appropriately and safely. (S1.M7.7)	Independently uses physical activity and fitness equipment appropriately, and <i>identifies specific safety concerns</i> associated with the activity. (S1.M7.8)

Standard 4	Grade 6	Grade 7	Grade 8
Working with others	<ul style="list-style-type: none"> * Demonstrates respect for self and others in movement activities and dance styles by following rules, working with partners, working with groups, and encouraging others. * Demonstrates the ability to perform with groups of varying sizes. 	<ul style="list-style-type: none"> * Demonstrates the ability to perform dances with groups of varying sizes; plus demonstrates partner skills; using complimentary shapes, using contrasting movements, taking and supporting weights, and counting phrases to maintain unison. (e.g., counting in canon and understanding counts of phrasing). * Problem solves with a small group of peers in creative movement design. 	<ul style="list-style-type: none"> * Cooperates with a partner to demonstrate the following skills in a visually interesting way: creating, contrasting, and complimentary shapes; taking and supporting weight. * Cooperates with a partner or small group to produce original work/dance. * Demonstrates appropriate audience behavior, performance, and etiquette in formal and informal situations. Explains how audiences and venues affect choreography.
Ability to use interpersonal communication skills to enhance health and avoid or reduce health risks	<ul style="list-style-type: none"> * Demonstrate the use of effective verbal and nonverbal communication skills to enhance physical activity. * Demonstrate effective peer resistance skills to avoid or reduce physical inactivity. 	<ul style="list-style-type: none"> * Demonstrate effective negotiation skills that avoid or reduce participation in unsafe physical activities. * Demonstrate how to effectively ask for assistance in accessing equipment necessary to safely engage in physical activities. 	<ul style="list-style-type: none"> * Demonstrate how to effectively ask for assistance to improve physical activity. * Demonstrate how to effectively communicate empathy and support to others who are trying to maintain or improve physical activity.
Ability to use decision-making skills to enhance health.	<ul style="list-style-type: none"> * Identify circumstances that help or hinder making a decision to be physically active. * Determine when situations related to physical activity require a decision (e.g., when a peer suggests watching television, a friend suggests riding bikes without a helmet). * Distinguish when decisions related to physical activity can be made individually or with the help of others. 	<ul style="list-style-type: none"> * Explain how family, culture, media, peers, and personal beliefs affect a decision related to physical activity. * Distinguish between healthy and unhealthy alternatives to a decision related to physical activity. * Predict the potential healthy and unhealthy alternatives to a decision related to physical activity. 	<ul style="list-style-type: none"> * Choose a healthy alternative when making a decision related to physical activity. * Analyze the effectiveness of a final outcome of a decision related to physical activity.

Standard 4	Grade 6	Grade 7	Grade 8
<p>Ability to use goal-setting skills to enhance health.</p>	<ul style="list-style-type: none"> * Assess personal physical activity practices. * Set a realistic personal goal to be physically active. 	<ul style="list-style-type: none"> * Assess the barriers to achieving a personal goal to be physically active. * Apply strategies to overcome barriers to achieving a personal goal to be physically active. 	<ul style="list-style-type: none"> * Use strategies and skills to achieve a personal goal to be physically active.
<p>Ability to advocate for personal, family, and community health.</p>	<ul style="list-style-type: none"> * State a health-enhancing position about being physically active, supported with accurate information, to improve the health of others. 	<ul style="list-style-type: none"> * Persuade others to make healthy and safe physical activity choices. * Collaborate with others to advocate for individuals, families, and schools to be physically active. 	<ul style="list-style-type: none"> * Demonstrate how to adapt a positive physical activity messages for different audiences.

Standard 5	Grade 6	Grade 7	Grade 8
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.			
S5.M1 Health	Describes how being physically active leads to a healthy body. (S5.M1.6)	Identifies different types of physical activities and describes how each exerts a positive effect on health. (S5.M1.7)	Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health. (S5.M1.8)
S5.M2 Health	Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6)	Identifies positive mental and emotional aspects of participating in a variety of physical activities. (S5.M2.7)	Analyzes the empowering consequences of being physical active. (S5.M2.8)
S5.M3 Challenge	Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks. (S5.M3.6)	Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. (S5.M3.7)	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (S5.M3.8)
S5.M4 Self-expression & enjoyment	Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)	Identifies why self-selected physical activities create enjoyment. (S5.M4.7)	Discusses how enjoyment could be increased in self-selected physical activities. (S5.M4.8)
S5.M5 Self-expression & enjoyment	Identifies how self-expression and physical activity are related. (S5.M5.6)	Explains the relationship between self-expression and lifelong enjoyment through physical activity. (S5.M5.7)	Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.M5.8)
S5.M6 Social interaction	Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)	Demonstrates the importance of positive social interaction by helping and encouraging others and providing support to classmates. (S5.M6.7)	Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)
The importance of life long activities for joy, health, and overall well-being.	<p>* Describes how dance is a life-long, healthful physical activity. (e.g., aids in weight management, helps prevent diabetes, and osteoporosis, and promotes a strong cardiovascular system).</p> <p>* Identifies positive and negative results of stress and appropriate ways of dealing with each.</p>	<p>* Recognizes the joy of dance as a life-time fitness activity to celebrate culture and community events.</p> <p>* Practices strategies for dealing with stress such as, deep breathing, guided-visualization, and aerobic exercise.</p>	<p>* Recognizes the joy of dance as a life-long activity to celebrate culture and community events (follow-up from earlier grade levels).</p> <p>* Demonstrates basic movements used in stress-reducing activities dancers use such as Yoga and Tai Chi.</p>

Operational Definition of Activity Categories

Outdoor Pursuits: The outdoor environment is an important factor in student engagement in the activity. Activities might include, but are not limited to recreational boating (e.g., kayaking, canoeing, sailing, rowing), hiking, backpacking, fishing, orienteering/geocaching, ice skating, skateboarding, snow or water skiing, snowboarding, snowshoeing, surfing, bouldering/traversing/climbing, mountain biking, adventure activities and ropes courses. Selection of activities depends on the environmental opportunities within the geographical region.

Fitness Activities: Activities with a focus on improving or maintaining fitness and might include, but are not limited to yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba and exergaming.

Dance and Rhythmic Activities: Activities that focus on dance or rhythms and might include, but are not limited to dance forms such as creative movement and dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square.

Aquatics: Might include, but are not limited to swimming, diving, synchronized swimming and water polo.

Individual-Performance Activities: Might include, but are not limited to gymnastics, figure skating, track and field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding.

Games and Sports: Includes the games categories of invasion, net/wall, target and fielding/striking.

Lifetime Activities: Includes the categories of outdoor pursuits, selected individual performance activities, aquatics and net/wall and target games. **Note:** Invasion games and fielding and striking games are not addressed in the secondary outcomes because those activities require team participation and are not well suited to lifelong participation.

High School Outcomes (Grades 9-12)

By the end of high school, the learner will be college/career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.

Note: High school outcomes have been organized into two levels. **Level 1** indicates the minimum knowledge and skills that students must attain to be college/career-ready. **Level 2** allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college/career readiness.

Note: Swimming skills and water-safety activities should be taught of facilities permit.

Standard 1	Level 1	Level 2
<i>Demonstrates competency in a variety of motor skills and movement patterns.</i>		
<i>S1.H1</i> Lifetime activities	Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)	Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L2)
<i>S1.H2</i> Dance & rhythms	Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in one form of dance (e.g., ballet, modern, hip hop, tap). (S1.H2.L1)	Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)
<i>S1.H3</i> Fitness activities	Demonstrates competency in performing activities that contribute to improving each of the five components of health-related fitness. (S1.H3.L1-Rev.)	Demonstrates proficiency in performing activities that contribute to improving each of the five components of health-related fitness.-. (S1.H3.L2-Rev.)

Standard 2	Level 1	Level 2
<i>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i>		
<i>S2.H1</i> Movement concepts, principles & knowledge	Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1-Rev.)	Design a personalized plan to implement movement concepts and principles. (S2.H1.L2 – Rev.)
<i>S2.H2</i> Movement concepts, principles & knowledge	Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)	Describes the speed/accuracy trade-off in throwing and striking skills. (S2.H2.L2)
<i>S2.H3</i> Movement concepts, principles & knowledge	Creates a practice plan to improve performance for a self- selected skill. (S2.H3.L1)	
<i>S2.H4</i> Movement concepts, principles & knowledge	Identifies examples of social and technical movement and dance forms. (S2.H4.L1)	Compares similarities and differences in various movement and dance forms. (S2.H4.L2)
<i>S2.H5</i> Tactics and strategies	* Apply appropriate tactics and strategies in various activities	* Design and implement tactics and strategies appropriate for various activities.

Standard 3	Level 1	Level 2
Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		
S3.H1 Physical activity knowledge	Discusses the benefits of a physically active lifestyle as it relates to college or career readiness. (S3.H1.L1)	Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)
S3.H2 Physical activity knowledge	Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. (S3.H2.L1)	Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. (S3.H2.L2)
S3.H3 Physical activity knowledge	Identifies issues associated with exercising in heat, humidity and cold. (S3.H3.L1)	Applies rates of perceived exertion and pacing. (S3.H3.L2)
S3.H4 Physical activity knowledge	Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. (S3.H4.L1)	* Analyzes personal physical activity behaviors taking into account community offerings/local environment and pursue personal choices for improving healthy living.
S3.H5 Physical activity knowledge	Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)	Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2)
S3.H6 Engages in physical activity	Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)	Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). (S3.H6.L2)
S3.H7 Fitness knowledge	Demonstrate appropriate technique in resistance-training machines and free weights. (S3.H7.L1)	Designs and implements a strength & conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)
S3.H8 Fitness knowledge	Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)	Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). (S3.H8.L2)
S3.H9 Fitness knowledge	Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)	Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. (S3.H9.L2)
S3.H10 Fitness knowledge	Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)	Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)
S3.H11 Assessment & program planning	Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.H11.L1)	Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)

Standard 3	Level 1	Level 2
S3.H12 Assessment & program planning	Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. (S3.H12.L1)	Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. (S3.H12.L2)
S3.H13 Nutrition	Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1)	Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase. (S3.H13.L2)
Knowledge for Healthy Lifestyle Development	<ul style="list-style-type: none"> * Analyze how an inactive lifestyle contributes to chronic disease. * Analyze ways to increase physical activity and decrease inactivity. * Summarize the mental and social benefits of physical activity. * Summarize the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone-strengthening physical activity for adolescents and adults. * Summarize how a person can incorporate physical activity into daily life (without relying on a structured exercise plan or special equipment). * Evaluate the short-term and long-term benefits of physical activity, including improving cardiovascular health, strength, endurance, and flexibility; healthy weight management; and reducing chronic diseases. * Summarize physical activities that contribute to maintaining or improving components of health-related fitness. * Describe methods for avoiding and responding to climate-related physical conditions during physical activity. * Explain the ways to reduce the risk of injuries from participation in sports and other physical activities. * Describe the effects of hydration and dehydration on physical performance. * Determine the necessary protective gear for wheel sports and activities, including biking, inline skating, riding a scooter, and skateboarding. * Describe the use of safety equipment for specific physical activities. 	

Standard 3	Level 1	Level 2
<p>Influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2)</p> <ul style="list-style-type: none"> * Explain the influence of public health policies on physical activity practices and behaviors. * Analyze how culture supports and challenges physical activity beliefs, practices, and behaviors. * Analyze how peers and perceptions of norms influence healthy and unhealthy personal physical activity behaviors. * Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy physical activity behaviors. * Analyze how some health risk behaviors influence the likelihood of engaging in physical inactivity practices and behaviors. * Analyze how laws, rules, and regulations (e.g., transportation) influence personal physical activity practices and behaviors. * Analyze how school and community affect personal physical activity practices and behaviors. * Analyze the effect of media and technology on personal, family, and community on physical activity practices and behaviors. * Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on personal physical activity practices and behaviors. * Analyze the factors that influence opportunities to obtain safe, accessible, and affordable products and services that support physical activity practices and behaviors for oneself and others. 	

Standard 3	Level 1	Level 2
<p>Ability to access valid information and products and services to enhance health.</p>	<ul style="list-style-type: none"> * Evaluate the validity and reliability of physical activity information, products, and services. * Determine the accessibility of valid and reliable physical activity products and services. * Determine the accessibility of valid and reliable physical activity services. 	
<p>Ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<ul style="list-style-type: none"> * Determines personal goals for level of participation and attainment/improvement. * Effectively determines personal workout parameters that are aligned with specifically chosen personal benefits. * Monitors individual progress toward goals. * Monitor behaviors characterized by participation in activities associated with guidelines for enhancing health and reducing risk. * Evaluate personal practices and behaviors that reduce or prevent physical inactivity. * Demonstrate healthy practices and behaviors to improve the physical activity of oneself and others. 	

Standard 4	Level 1	Level 2
Exhibits responsible personal and social behavior that respects self and others.		
S4.H1 Personal responsibility	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)	Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. (S4.H1.L2)
S4.H2 Rules & etiquette	Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)	Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)
S4.H3 Working with others	Uses communication skills and strategies that promote team/ group dynamics. (S4.H3.L1)	Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)
S4.H4 Working with others	Solves problems and thinks critically in physical activity and/ or dance settings, both as an individual and in groups. (S4.H4.L1)	Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)
S4.H5 Safety	Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)	If the outcome was not achieved in Level 1, it should be a focus in Level 2. * Identify potential safety issues in a physical activity setting. * Apply injury recognition and basic rehabilitation practice.
Ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid being physically inactive. PA4.12.2 Demonstrate how to effectively ask for and effectively offer assistance to improve physical activity. PA4.12.3	
Ability to use decision-making skills to enhance health.	* Examine barriers to making a decision to be physically active. * Analyze how family, culture, media, peers, and personal beliefs affect a decision related to physical activity. * Predict the potential short-term and long-term consequences of alternatives to decisions related to physical activity.	

Standard 4	Level 1	Level 2
<p>Ability to use goal-setting skills to enhance health.</p>	<ul style="list-style-type: none"> * Assess personal physical activity practices and behaviors * Analyze and compare health and fitness benefits derived from various activities. * Create progressive and appropriate goals for improving or maintaining cardiovascular health. * Create progressive and appropriate goals for improving or maintaining muscle and bone health. * Create appropriate goals for dealing with stress through physical activities and relaxation activities. 	<ul style="list-style-type: none"> * Assess the barriers to achieving a personal goal to be physically active. * Develop a personal plan to attain a personal goal of being physically active. * Implement strategies, including self -monitoring (e.g., a personal activity log), to achieve a personal goal of being physically active. * Use strategies to overcome barriers to achieving a personal goal to be physically active. * Formulate an effective long-term personal health plan to achieve a personal goal to be physically active.
<p>Ability to advocate for personal, family, and community health.</p>	<ul style="list-style-type: none"> * Use peer and societal norms, based on accurate health information, to formulate a message that promotes physical activity. * Persuade and support others to make healthy and safe physical activity choices. 	<ul style="list-style-type: none"> * Persuade and support others to make healthy and safe physical activity choices. * Encourage school and community environments to promote the physical activity of others. * Adapt physical activity health messages and communication techniques for a specific target audience. * Persuade community leaders about the importance of ensuring there are safe, accessible, and affordable physical activity opportunities, products, and services to improve the health of oneself and others.

Standard 5	Level 1	Level 2
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, personal meaning and social interaction.		
S5.H1 Health	Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)	If the outcome was not achieved in Level 1, it should be a focus in Level 2. * Analyze the benefits and regularly participates in health enhancing physical activity.
S5.H2 Challenge	Challenge is a focus in Level 2. * Appreciates the value that challenge provides for personal development	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)
S5.H3 Self-expression, personal meaning & enjoyment	Selects and participates in physical activities or dance that meet the need for self-expression, personal meaning and enjoyment. (S5.H3.L1)	* Selects and REGULARLY participates in physical activities or dance that meet the need for self-expression, personal meaning and enjoyment.
S5.H4 Social interaction	Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)	Provides support and positively receives social interaction while engaged in physical activity. (S5.H4.L2)