

School District of Holmen

Physical Education Curriculum

2015-16



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Executive Summary

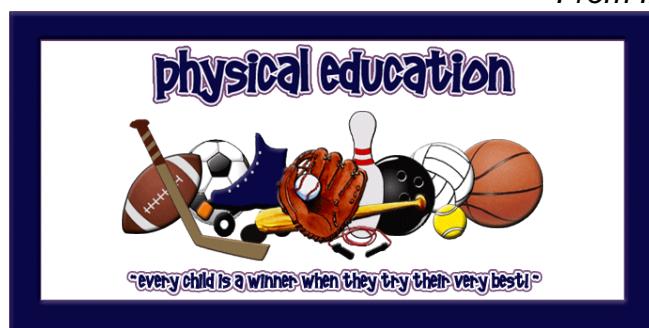
The Business & Information Technology (BIT) Marketing Management & Entrepreneurship educators have worked to develop a curriculum that provides a framework for CTE education and student learning in the School District of Holmen. This document is a road map for teachers, administrators, parents and students. It includes district and content specific information. It is a guide that focuses on student learning by defining a vision and curriculum aligned to the state standards and includes vocabulary and strategies essential for understanding. The result is a dynamic document that supports student achievement in the District.

The main part of the curriculum is divided by content area and grade level. The curriculum for each course outlines what the student should know or be able to do. It is student-focused, defining competencies, embedding standards, and outlining assessment expectations.

- Competencies are the broadest skills, knowledge or attitudes that tell students what primary intended outcomes they will learn. These competencies are developed from state standards, test objectives, textbooks, curriculum guides, and other professional sources. They are student centered, observable, and measurable.
- Assessment expectations establish the acceptable level of performance based on district criteria by grade level or discipline.

The former State Superintendent of Public Instruction, John Benson, stated that “fundamental to every child’s success in school is a clear set of expectations for academic accomplishment. It should be no mystery to parents and community members what educators expect students to know and be able to do.” If we are successful at defining curriculum, using a variety of instructional strategies, and evaluating students through on-going assessments, no children should be left behind and all students should succeed.

From Instructional Services



District Information

SCHOOL DISTRICT POLICY STATEMENT

**School District of Holmen SECTION: A
Holmen, WI 54636 FOUNDATIONS & BASIC COMMITMENTS**

FILE: AD

EDUCATIONAL PHILOSOPHY STATEMENT

The School District of Holmen exists for the purpose of providing the best possible educational programming with available resources for the youth of the District and for the community. The District will operate under democratic principles, with decisions made in a democratic manner by a representative board elected by the people of the District.

The Board is aware of its commitment to the State of Wisconsin in carrying out the mandates and expectations in the area of education, recognizing that education is a state as well as a local responsibility. To that end, the Board shall strive to represent the State of Wisconsin as well as the School District of Holmen in making decisions regarding the educational program. The wishes and expectations of the community shall be continuously assessed by citizen input and informal contacts with the citizens of the School District. Channels of information shall be kept open to make sure that citizen's voices may be heard.

The District exists for all the youth of the community. In its planning, the Board, administration and faculty shall be aware of the needs of all children and shall strive to establish goals and programs that meet such needs to the greatest extent possible. The District does not exist for any special intent groups or individuals and the Board, administration, and faculty shall strive to make sure that decisions and programs reflect the main consensus of community wishes.

Each individual student is seen as a unique person with great potential and possessing talents and abilities which he/she should be encouraged to develop as much as possible. The District shall provide programming with as much breadth as possible to foster such development. The District through the Board, administration, and faculty and all other staff shall attempt to provide quality schools where good moral standards, patriotism, respect of fellow man, respect for scholarship and achievement prevail, not only in the example set by the workers in the schools, but also in the expectations placed upon the students.

Cross Ref AE, District Goals and Objectives
 JB, Equal Educational Opportunities

Approved: March 1984
Reviewed and Approved: 2002

District Vision Statement

Educating Every Student to Achieve Global Success

District Mission Statement

Educate and inspire students today and prepare them for tomorrow by:

- *Ensuring that all students learn at high levels.*
- *Developing the following 21st Century Skills:*
 - Innovation, creativity, collaboration, communication, initiative, problem-solving, critical thinking, leadership, self-direction, responsibility, interpersonal skills, cross-cultural skills, and computer and media literacy.
- *Achieving a deeply held partnership with the entire community.*
- *Operating and acting in a fiscally responsible manner while ensuring well-rounded educational experiences.*

Strategic Objectives

Student Learning:

- Provide a rigorous, relevant curriculum and high quality instruction to prepare all students for the future.

Performance Excellence:

- Adopt and demonstrate a district-wide, research-based, systematic, and aligned approach to improvement.

Fiscal Sustainability:

- Provide and sustain the highest level of student learning in a fiscally responsible manner.

Workforce:

- Ensure a workforce environment conducive to high performance and is aligned with the vision and mission.

Customer/Stakeholder Focus:

- Engage customers (students and stakeholders) in the vision and mission by listening to their voice, building relationships with them, and valuing their input to identify opportunities for improvement.

Leadership:

- Engage and empower others throughout the school community so that the collaborative efforts of all support the shared vision and mission.

LEARNER GOALS

Philosophical Foundation:

The School District of Holmen is a system that empowers the community. This accomplished through continuous improvement, enhancement of self-worth and optimization of student performance. The focus for each student is on joy in learning, optimization of student performance and preparation of life skills.

Administrative Rule Provisions:

Therefore, in the School District of Holmen:

The Learner Will:

1. **Build a substantial knowledge base.**
Students will build a solid knowledge base developed from challenging subject matter in computer/information, technology, environmental education, fine and performing arts, foreign language, health, language arts, mathematics, physical education, reading, science, social studies, and vocational education.
2. **Develop thinking and communication processes.**
Students will develop a command of thinking processes (analysis, creative thinking, problem solving, decision making, visualizing, and concept development) that permit them to interpret and apply the knowledge base. Communication processes (listening, speaking, reading, writing, viewing, image making, and other symbolizing) enable them to communicate thoughts with others.
3. **Apply knowledge and processes.**
Students will build upon knowledge and apply learning processes to create new ideas and understanding, enhance human relations, expand awareness, and enrich human experiences.
4. **Acquire the capacity and motivation for life-long learning.**
Students will develop their natural curiosity to acquire habits of inquiry and a love for learning which will motivate them to continue learning throughout their lives.
5. **Develop physical and emotional wellness.**
Students will acquire the attitudes, knowledge, and habits to grow physically and emotionally healthy, develop self-esteem and confidence, and exhibits a healthy life style.
6. **Develop character.**
Students will exhibit personal characteristics, such as compassion, conviction, curiosity, ethics, integrity, motivation, and responsibility.
7. **Be a responsible citizen.**
Students will possess and exercise the knowledge and processes necessary for full participation in the family, civic, economic, and cultural life of a complex interdependent, global society. Students will acquire an understanding of the basic workings of all levels of government, understanding the duties and responsibilities of citizenship. Students will make a commitment to the basic values of our government, including a reverence and respect for and the history of the American flag, the Declaration of Independence, the U.S. Constitution and the Constitution and Laws Wisconsin, and acquire a knowledge of state, national, and world history.
8. **Be prepared for productive work.**
Students will acquire knowledge, capabilities, and attitudes necessary to make them contributing members of a dynamic national and world economy and prepare them for the transition from school to work.

9. Respect culture diversity and pluralism.

Students will demonstrate the knowledge and attitudes necessary to understand and respect individual and multi-cultural diversity and to work cooperatively with all people.

10. Develop aesthetic awareness.

Students will become aware of and be able to generate those forms of experience that have artistic and aesthetic meaning.

VISION STATEMENT

Educating every student to achieve global success

MISSION STATEMENT

The Mission of the School District of Holmen is to:

Educate and inspire students today and prepare them for tomorrow by:

- Ensuring that all students learn at high levels.
- Developing the following 21st Century Skills: innovation, creativity, collaboration, communication, initiative, problem-solving, critical thinking, leadership, self-direction, responsibility, interpersonal skills, cross-cultural skills, and computer and media literacy.
- Achieving a deeply held partnership with the entire community.
- Operating and acting in a fiscally responsible manner while ensuring well-rounded educational experiences.

The District will achieve this overall Mission by building an organization that involves everyone and challenges everyone to grow.

Revised: August, 1997

Revised: January 2004

Approved: February 23, 2004

Revised: November 19, 2007

Approved: December 10, 2007

Revised: February 12, 2013

Approved: February 25, 2013

WISCONSIN TEACHER STANDARDS & LICENSURE
Wisconsin's 10 Standards for Teacher Development and Licensure

These standards become the basis of teacher licensing after August 31, 2004. The entire document, which includes knowledge, skills and dispositions under these standards, can be found on DPI's website -

<http://www.dpi.state.wi.us/dpi/dlsis/tel/pdf/10kdp.pdf>

1. **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
2. **Teachers know how children grow.** The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social and personal development.
3. **Teachers understand the children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and **can adapt instruction to meet the diverse needs** of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach.** The teacher understands and **uses a variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
5. **Teachers know how to manage a classroom.** The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. **Teachers communicate well.** The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
7. **Teachers are able to plan different kinds of lessons.** The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, and the community and curriculum goals.
8. **Teachers know how to test for student progress.** The teacher understands and **uses formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
9. **Teachers are able to evaluate themselves.** The teacher is a **reflective practitioner** who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Teachers are connected with other teachers and the community.** The teacher **fosters relationships** with school colleagues, parents and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

School District of Holmen

2015-16

SCHOOL BOARD OF EDUCATION MEMBERS

Cheryl Hancock - President

Anita Jagodzinski– Vice President

Kate Mayer - Clerk

Liza Collins – Treasurer

Gary Dunlap

Rebecca Rieber

Tom Kruse

Jeff Young, Student Representative



ADMINISTRATION

Dr. Kris Mueller, District Administrator

Wendy Savaske, Director of Instructional Services

Julie Krackow, Director of Pupil Services

Jay Clark, Associate District Administrator

Rachel Fawver, Evergreen Elementary Principal

Patrice Tronstad, Prairie View Elementary Principal

Brian Oberweiser, Sand Lake Elementary Principal

Bonnie Striegel, Viking Elementary Principal

Ryan Vogler, Middle School Principal

Keri Holter, Middle School Associate Principal

Bob Baer, High School Principal

Wayne Sackett, High School Associate Principal

Nick Weber, High School Associate Principal

Mark Englerth, Activities / Athletic Director

School District of Holmen

Board of Education Action Regarding

State Standards for

Physical Education

Action was taken by the School Board of Holmen School Board on Monday, August 24, 2015, to adopt the following:

The School District of Holmen has received approval by the Board of Education to adopt the Common Core State Standards for English Language Arts (ELA) and Mathematics, the Next Generation Science Standards and the Wisconsin Model Academic Standards in all other areas.



School District of Holmen



Physical Education Vision Statement

Develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a healthy active lifestyle

Mission Statement

In order to achieve our vision the Physical Education program will:

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

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

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

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

School District of Holmen Physical Education Staff

Patti Abraham, Sand Lake Elementary
Jared Bagniewski, Holmen High School
Angie Baranowski, Viking Elementary
Pete Barsness, Holmen High School
Khyl Berndt, Holmen Elementary
Becky Brudos, Prairie View Elementary
Steve Eggerichs, Holmen High School
Heather Foley, Holmen Middle School
Ryan Gannon, Holmen High School
Kristi James, Holmen Middle School
Steve King, Holmen High School
Jason Lulloff, Holmen High School
Rhonda Reed, Evergreen Elementary
Leslie Thesing, Holmen Elementary
Julie Trotz, Holmen Middle School
Brian Valiska, Holmen Middle School



Administrator & Instructional Services Liaison:

Wendy Savaske, Director of Instructional Services

Timeline Physical Education Curriculum Writing

Date	Description
Sept 9, 2015	Early Release
Oct 14, 2015	Early Release
Nov. 6, 2015	Early Release
Dec 9, 2015	Early Release
Jan 13, 2016	Early Release
Jan. 22, 2016	Staff Development ½ day
Feb 10, 2016	Early Release
Feb. 18, 2016	Professional Development ½ day - Elementary - High School
March 9, 2016	Early Release
March 9, 2016	Professional Development ½ day- Middle School
March 11, 2016	Professional Development ½ day - High School
March 16, 2016	Professional Development ½ day - Elementary
April 13, 2016	Early Release

Physical Education Staff Recommendations

Overall Planning for Improvement

The Physical Education Department will continue to move forward as one department with four quadrants to the department. We'll continue to collaborate with curriculum and focus on one student organization.

From the results of external evaluations, survey results, site visits, and advisory committee meeting the marketing and business staff has identified the following recommendations:

STRATEGIC OBJECTIVE 1 - STUDENT ACHIEVEMENT & LEARNING The School District of Holmen will provide a rigorous, relevant curriculum and high quality instruction to prepare all students for the future.	
Recommendations	<p>Elementary:</p> <p>Realign physical education curriculum unit outcomes by grade band (K-1, 2-3, 4-5) with district wide common formative and summative assessments based on SHAPE Standards / Grade Level Outcomes. Unit outcomes will address and include specially designed/adapted physical education students in a least restrictive environment.</p> <p>MS:</p> <p>The middle school physical education program will redesign and structure a curriculum based on SHAPE standards / Grade Level Outcomes and common formative and summative assessments while incorporating beneficial and applicable 21st century skills that increase student learning and movement time. We believe it is important to provide meaningful activities to meet the needs of all students regardless of their ability level.</p> <p>HS:</p> <p>The high school physical education curriculum needs to be redesigned and structured to reflect the most current SHAPE Physical Education Standards / Grade Level</p>

	<p>Outcomes. The development and implementation of common formative and summative assessments will assist in determining whether or not our students are physically literate individuals, based on the SHAPE Standards. While incorporating the SHAPE Standards we also need to plan for new units or activities that will enhance our students' 21st Century skills and create a sense of value and enjoyment; enjoyment is the number one predictor of exercise and physical activity adherence. It is also a priority of our staff to make sure activities are meaningful and universally accessible to all students which may include specially designed / adapted physical education in an appropriate least restrictive environment. In addition, instruction should include technology, outdoor pursuits, recreational/ leisure activities, and current/ unique fitness trends that address individual needs and interests.</p>
Timeline for Implementation	<p>Elementary: 2015-2016. MS: 2015-2016 HS: 2015-2016</p>
Shared Involvement for Implementation	<p>Elementary: Elementary physical education teachers MS: Middle School physical education teachers HS: High School physical education teachers Administration Director of Instructional Services Director of IT Department Director of Pupil Services Holmen School District School Board</p>
Action Taken To Date	<p>Elementary: 15-2016: Completed district wide outcomes 16-17: district wide common formative/summative assessment based on the SHAPE Standards</p>

	<p>MS:</p> <p>HS:</p> <p>Thus far, the high school physical education staff has taken time to study a wide-variety of sample physical education curriculums, some of which are from around our community, and others are from different states. We have also broken down and assessed our current curriculum using the new SHAPE Standard Outcomes. Based on the results of this assessment, we determined we needed to update our current classes, as well as create some additional classes to meet the SHAPE Standard Outcomes. We have used this basis to create our UBD documents, based on new and updated units and classes. We have been working with the middle school on our vertical alignment and development of ELOs.</p>
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<p>STRATEGIC OBJECTIVE 2 - COMMUNICATION</p> <p>The School District of Holmen will communicate with students, parents, staff and community utilizing accurate, meaningful and timely methods.</p>	
<p>Recommendations</p>	<p>Elementary:</p> <p>Continued development of communication with parents and community via newsletters, eblasts, websites, community events, and programs. The elementary report card needs to communicate more information to parents. SDPE teachers also need time to meet with staff working with Specially Designed Physical Education Students.</p> <p>MS:</p> <p>We need to increase the use of communication tools that are currently available to us. It is important for us to improve our communication with students, parents, staff, and community. Communication can be improved through the use of our PE webpage, e-blasts, posted assessment scores, and the middle school newsletters.</p> <p>HS:</p> <p>There needs to be an increased use of parental communication tools. Staff needs to communicate with parents about upcoming events, class forms, student assessments, and the progress of their student.</p>
<p>Timeline for Implementation</p>	<p>Elementary: 2015-2016</p> <p>MS: 2015-2016</p> <p>HS: 2015-2016</p>
<p>Shared Involvement for Implementation</p>	<p>Elementary: Elementary physical education teachers</p> <p>MS: Middle School physical education teachers</p> <p>HS: High School physical education teachers</p>

Action Taken To Date	<p>Elementary:</p> <p>2016-17 Suggestions for report card.</p> <ul style="list-style-type: none"> ● Add the word “effort” after, No Shows initiative to complete quality work statement ● Add link to identify SHAPE standards on district website <p>MS:</p> <p>HS:</p> <p>The high school staff has spent time researching and brainstorming ways to increase our communication with students and parents. We have researched and collaborated with outside sources on how they are communicating in physical education. We have also researched ways we can communicate using technology, and have discussed ways to incorporate these technology tools in our curriculum.</p>

<p>STRATEGIC OBJECTIVE 3 – <i>Fiscal Sustainability</i></p> <p>The School District of Holmen will provide and sustain the highest level of student learning in a fiscally responsible manner.</p>	
<p>Recommendations</p>	<p>Elementary: To provide each building a budget that is equal per student.</p> <p>MS: Facilities need to be updated to insure safety and adequate teaching space including replacing the track, regrading the football field, replacing the wellness center floor, and replacing lockers in the boy's locker room. Increase the amount per student budget to provide quality supplies and assist with the replacement of equipment that has become worn or unsafe to use.</p> <p>HS: Increase the amount of per student budget to provide for quality supplies/equipment and assist with the replacement of equipment that is on a mandatory retirement schedule. Inspection and maintenance of physical education facilities and structures, such as climbing walls, low and high challenge courses, baskets, bleachers, and other non-equipment items should be paid for out of the District's facilities budget.</p> <p>All: Provide needed technology to all physical education teachers to meet the needs of each individual teacher and building (heart rate monitors, pedometers, accelerometers, computers, laptops, smartboards, projectors/screens, Chromebook, learnpad, iPad)</p>
<p>Timeline for Implementation</p>	<p>Elementary: 2015-2016 school year</p> <p>MS: 2015-2016 school year</p> <p>HS: 2015-2016 school year</p> <p>All: 2015-2016 (need inventory) 2016-2017 implement</p>
<p>Shared Involvement for implementation</p>	<p>Elementary: Elementary physical education teachers</p>

	<p>MS: Middle School physical education teachers</p> <p>HS: High School physical education teachers</p> <p>Administration, Director of IT Department, Director of Instructional Services, Director of Pupil Services, District Maintenance Department</p> <p>Holmen School District School Board</p>
Action Taken To Date	<p>Elementary:</p> <p>2015-2016 No budget changes</p> <p>MS:</p> <p>HS:</p> <p>We have one high school physical education teacher who is on the facilities committee. This instructor has been in discussion with the committee on how to improve our physical education facilities to increase student learning, as well as the physical and emotional safety of our students. No budget changes have been made for 215-2016.</p>

<p>STRATEGIC OBJECTIVE 4: <i>Improvement</i> <i>Capacity/Performance Excellence</i></p> <p>The School District of Holmen will have a district-wide, research-based, systematic and aligned approach to improvement.</p>	
<p>Recommendations</p>	<p>All: K-12 Physical Education Staff, District Adaptive PE teachers provided financial support to attend State/National workshops/conventions, to include Common Core and Educator Effectiveness Training.</p> <p>Provide all elementary physical education teachers a common PLC per cycle.</p>
<p>Timeline for Implementation</p>	<p>All: 2015-2016 both school year and summer work</p>
<p>Shared Involvement for Implementation</p>	<p>All physical education teachers, Administration, Director of Instructional Services and IT Department, Director of Pupil Services</p>
<p>Action Taken To Date</p>	<p>All: Recommendations will rely on financial support</p>

Elementary School Curriculum



The Elementary Physical Education Curriculum.....

Teaches the whole student, not just their body and movement. Physical education provides the opportunity to teach students about movement, strategies, teamwork, problem solving and health related fitness.

Holmen Elementary School Physical Education Current Program Description

Grade Band Priorities - Value Statements:

K-1

Students in kindergarten and first grade will primarily focus on gross motor development in the form of the beginning stages of fundamental movement skills including locomotor, non-locomotor and manipulative movements (1,2), understand the benefits of personal responsibility and effective communication demonstrating respectful, responsible and safe behaviors (4), identify and recognize the basic fitness and nutrition concepts (3), and begin understanding the value of physical activity for health and enjoyment (5).

2-3

Students in second and third grade will develop proficiency in the fundamental movement skills including locomotor, non-locomotor and manipulative movements (1,2), recognizes and differentiates basic fitness and nutrition concepts (3), applies and evaluates personal responsibility and effective communication demonstrating respectful, responsible and safe behaviors (4), and defines and identifies the value of physical activity for health and enjoyment.

4-5 (1, 2, 3, 4, 5):

Students of the fourth through fifth grade physical education program will develop competencies in specialized movement skills as related to invasion, target, and net/wall games, dance and rhythms, and educational gymnastics (1, 2), analyze the benefits of personal responsibility and utilize effective communication demonstrating respectful, responsible and safe behaviors (4), identify basic fitness and nutrition concepts (3), and recognize the value of physical activity for health and enjoyment (5).

Adapted Physical Education/Specially Designed Physical Education

All students that receive specially designed physical education services as part of their Individualized Education Plan (IEP) will receive meaningful and appropriate services in the least restrictive environment. This may include one-on-one instruction, small group adapted physical education classes, or inclusion into the general physical education classes with support from a certified adapted physical education teacher. Instruction will be focused on meeting the specially designed physical education goals and objectives developed in the student's IEP.



Course Offerings:

Kindergarten through 5th grade physical education is allotted 90 minutes of instruction time in a six day cycle. It is designed to be an age appropriate progression.

Unit Number	K-1 Grade Band	2-3 Grade Band	4-5 Grade Band
1	Relationship awareness with myself, other movers and objects	Spatial Awareness	Educational Dance
2	Object Control and Manipulative Skills	Object Control & Manipulative Skills	Educational Gymnastics
3	Spatial Awareness	Basic Heart Concepts	Health Related Fitness
4	Basic Nutrition concepts	Basic Nutrition Concepts	Invasion Games
5	Be Respectful, Responsible, Safe	Be Respectful, Be Responsible, Be Safe	Jump Rope Skills
6	Effort Awareness - How my body moves	Effort Awareness - How my body moves	Net/Wall Games
7	Non-locomotor	Locomotor	Nutrition
8	Physical Activity Engagement and Knowledge	Non-locomotor	Outdoor Pursuits
9	Physical Activity Is Important	Physical Activity	Personal and Social Responsibility
10	Self-Regulation	Relationship Awareness with myself, other movers and objects	Physical Activity Pyramid & Creating Opportunities to increase physical activity - create-a-game
11	Locomotor	Self-Regulation	Target Games - skills/tactics
12	Basic Heart Concepts	Biking	Physical Activity has different value for different individuals
13	Basic Muscle Concepts		Striking and Fielding

COURSE NAME: Non Locomotor

Developers: Elementary Physical Education Committee

Development Date: 11/06/15

Instructional Level: K-1

Unit: Non Locomotor

Stage 1 - Desired Results

ESTABLISHED GOALS

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

- Contrasts the actions of curling & stretching. (S1.E10.K)
- Demonstrates twisting, curling, bending & stretching actions. (S1.E10.1)

Transfer

*Students will be able to independently use their learning to...
Explore different movements including bend, stretch/reach, freeze, push, pull, sway, swing, curl, twist, shake.*

Meaning

UNDERSTANDINGS

Students will...

Begins exploring sing the language and movements associated with non-locomotor skills

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

*Show me how you can _____?
(bend, stretch, freeze, push, pull, sway, swing, twist, curl, shake)*

Acquisition

	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <p><i>Bend: Moving from a straight form to a curved or angular form with entire body or individual body parts</i></p> <p><i>Stretch/Reach: To draw out or extend entire body and/or individual body parts, to the full length or extent</i></p> <p><i>Freeze: To make self-stationery, stiff or motionless</i></p> <p><i>Push: exert force away from the body</i></p> <p><i>Pull: To bring force toward the body</i></p> <p><i>Sway: Movement when the bottom of the lever is stationary and the top of the lever is moving back and forth/side to side</i></p> <p><i>Swing: Movement when the top of the lever is stationary and the bottom of the lever is moving back and forth/side to side</i></p> <p><i>Curl: To form the body or parts of the body into a spiral or curved shape</i></p> <p><i>Twist: Movement around an axis of the body, while the body is anchored in one spot</i></p> <p><i>Shake: To move or sway with short, quick, vibratory actions</i></p>	<p><i>Students will be skilled at (DO)...</i></p> <p><i>Bend</i></p> <p><i>Stretch/Reach</i></p> <p><i>Freeze</i></p> <p><i>Push</i></p> <p><i>Pull</i></p> <p><i>Sway</i></p> <p><i>Swing</i></p> <p><i>Curl</i></p> <p><i>Twist</i></p> <p><i>Shake</i></p>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide

feedback about their learning?	
Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Basic Heart Concepts

Developers: Elementary Physical Education Teachers	Development Date: Jan 13 2016	Instructional Level: K-1	Unit: Basic Heart Concepts
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Stage 1 - Desired Results		
ESTABLISHED GOALS Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. S3. E2 Engages in Physical Activity Actively participates in physical education class. (K-1) S3. E3 Fitness Knowledge Recognizes that when you move fast, your heart beats faster and you breathe faster. (K) Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (1)	Transfer <i>Students will be able to independently use their learning to... understand how activity affects the heart</i>	
Meaning		
	UNDERSTANDINGS <i>Students will...</i> <u>Identifies</u> general heart concepts <u>Recognizes</u> hearts response to varying intensity levels <i>General Heart Concepts</i> <i>Cardio Endurance</i> <i>Intensity</i>	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <i>What is your hearts job?</i> <i>Where is your heart located?</i>

	<p><i>Rate of Perceived Exertion -How hard am I working</i> <i>What my body does when I work hard</i></p>	<p><i>How does your heart respond to activity?</i> <i>What are some ways that you can tell that your body is working hard?</i></p>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Located in chest – center/left</i> • <i>Size of fist</i> • <i>Pumps bloods through the body</i> • <i>When my body can keep moving for a long time without getting too tired</i> • <i>When my heart-lungs are giving me enough to keep going</i> • <i>How hard the body is working</i> • <i>When body is working harder or faster</i> • <i>When I'm using more parts of the body then I am working at a higher intensity</i> • <i>5 – I need to stop soon</i> • <i>4 – This is hard, I don't really want to talk, but I can keep moving for a little bit longer</i> • <i>3 – I'm tired and can't talk anymore, but I can keep going for a while</i> • <i>2 – I feel good, I'm breathing hard and can keep talking</i> • <i>1 – I can move like this all day, I probably could go harder</i> • <i>Breath harder</i> • <i>Sweat more</i> • <i>Face turns red</i> 	<p><i>Students will be skilled at (DO)...</i></p>

	<ul style="list-style-type: none"> • <i>Body feels tired</i> • <i>Hard to talk</i> 	
Stage 2 - Evidence		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: Educational Gymnastics and Dance			
Developers: Elementary Physical Education Committee	Development Date: 1/13/2016	Instructional Level: K-1	Unit: Educational Gymnastics and Dance

Stage 1 - Desired Results		
ESTABLISHED GOALS		Transfer
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	<i>Students will be able to independently use their learning to... Transfer weight, maintain balance, and identify rhythms sequences and patterns.</i>	
• Transfers weight from one body part to another in self- space in dance and	Meaning	

<p>gymnastics environments. (S1.E8.1)</p> <ul style="list-style-type: none"> Maintains momentary stillness on different bases of support. (S1.E7.Ka) Forms wide, narrow, curled & twisted body shapes. (S1.E7.Kb) Rolls sideways in a narrow body shape. (S1.E9.K) Rolls with either a narrow or curled body shape. (S1.E9.1) 	<p>UNDERSTANDINGS: Students will...</p> <p><i>Performs skills with transfer of weight <u>Maintains</u> balance (stillness), balances in various shapes</i></p> <p><i>*Exploration of content – showing signs of rhythmical movement, and ability to follow teacher created patterns</i></p>	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <p><i>What are ways I can transfer my weight? What are things that help me hold my balance? What is rhythm? Can I copy a pattern/sequence?</i></p>
<p>Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <ul style="list-style-type: none"> Moves in personal space to a rhythm. (S2.E1.Kb) Moves in self-space and general space in response to designated beats/ rhythms. (S2.E1.1) 	<p style="text-align: center;">Acquisition</p> <p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <p><u>Transfer of Weight</u></p> <ul style="list-style-type: none"> <i>Moving body and/or body parts through space in a safe, controlled, coordinated, and sequential way, changing size and levels, and pathways, without stopping movement</i> <i>Weight shifted from one supporting foot, limb, or body part to another</i> <i>Tighten part of body that is about to take on the weight, while landing with that body part in a soft, absorbing manner</i> <p><u>Balance</u></p> <ul style="list-style-type: none"> <i>Contracting muscles - squeezing muscles</i> <i>Visual focal point – staring at something</i> <i>Lower center of gravity – moving body closer to the ground</i> <i>Base of support – contacts with the ground, making these contacts further apart, or wide, makes balancing easier</i> <i>Breathing – when we contract muscles we need to remember to keep breathing and not</i> 	<p><i>Students will be skilled at (DO)...</i></p> <p><i>Transfer of Weight</i></p> <p><i>Balance</i></p>

	<p><i>hold our breath</i></p> <ul style="list-style-type: none"> • <i>Static Balance – holding body still, controlling body in various positions without moving</i> <p><u>Rhythm</u></p> <ul style="list-style-type: none"> • <i>Strong, regular, repeated pattern of movement or sound</i> • <i>Systematic arrangement or pattern of sounds, movements</i> <p><u>Sequences, Patterns</u></p> <ul style="list-style-type: none"> • <i>Movement patterns – repeating combinations of movement – (AB, AABB, ABC etc. patterns)</i> • <i>Movement phrases or sequences – repeating series of movements, combining movements in repeating patterns</i> 	<p><i>Rhythm</i></p> <p><i>Sequences, Patterns</i></p>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Physical Activity - Engagement & Knowledge

Developers: Elementary Physical Education Committee	Development Date: 11/6/2015	Instructional Level: K-1	Unit: Physical Activity
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Stage 1 - Desired Results

ESTABLISHED GOALS	Transfer
Standard 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	<i>Students will be able to independently use their learning to... Identifies opportunities for physical activity both in and out of school.</i>
<u>Physical Activity Knowledge</u> Identifies active-play opportunities outside physical education class. (S3.E1.K) Discusses the benefits of being active and exercising and/ or playing. (S3.E1.1) <u>Engages in Physical Activity</u> Actively participates in physical education class. (S3.E2.K) <u>Fitness knowledge</u> Recognizes that when you move fast, your heart beats faster and you breathe faster.3 (S3.E3.K) Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1) .	<p style="text-align: center;">Meaning</p> <p>UNDERSTANDINGS: Students will...</p> <p><i>Identifies opportunities for physical activity at school and home.</i></p> <p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <p><i>Where can I be physically active?</i></p> <p><i>Who can I be physically active with?</i></p> <p><i>What can I use to be physically active with?</i></p>
	<p style="text-align: center;">Acquisition</p> <p><i>Where can I be physically active?</i></p> <ul style="list-style-type: none"> • <i>Playground</i> • <i>At home – outside</i> • <i>At home – inside</i> • <i>Places in my community</i> <p><i>Who can I be physically active with?</i></p> <ul style="list-style-type: none"> • <i>Individually – when I don't have anyone to be physically active with, or</i> • <i>when I want to be alone</i> • <i>Partner – how do I ask someone to be physically active with me?</i> • <i>Group – how do I organize a group so we</i> <p>Students will be skilled at...</p> <p><i>Where can I be physically active?</i></p> <p><i>Who can I be physically active with?</i></p>

	<p><i>can be physically active together? - Cooperative, competitive, parallel</i></p> <p><i>What can I use to be physically active with?</i></p> <ul style="list-style-type: none"> • <i>Typical equipment used for physical activity</i> • <i>Stuff found around home that is not typically used for physical activity,</i> • <i>creative use of non-traditional items</i> • <i>When I don't have anything to use for physical activity</i> 	<p><i>What can I use to be physically active with?</i></p>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
rubric criteria or chunk of content on left side or learning indicator Can we out in	PERFORMANCE TASK(S): Perform locomotor skills (not paper/pencil) Standard 1 & 2	
	OTHER EVIDENCE:	

COURSE NAME: Object Control & Manipulative Skills

<i>Developers: Elementary Physical Education Committee</i>	<i>Development Date: 11/6/2015</i>	<i>Instructional Level: K-1</i>	<i>Unit: Object Control & Manipulative Skills</i>
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Stage 1 - Desired Results

ESTABLISHED GOALS Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	Transfer
	<i>Students will be able to independently use their learning to... throw overhand, toss underhand, roll an object, catch an object, kick, dribble with hand and foot, strike, volley, and jump rope.</i>
	Meaning
	<p>UNDERSTANDINGS: Students will...</p> <p><u>Performs</u> the object control-manipulative skills in predictable, stationary environment <u>Recognizes and names</u> the object control-manipulative skill</p> <p><i>Focus for striking at the K-1 level is hand-eye coordination and learning how to position body in relationship to object and/or target</i> <i>*Stationary task characteristics</i></p> <p><i>Turn an individual rope, <u>perform</u> 3 or more consecutive jumps over a stationary rope</i></p>
Underhand Throw Throws underhand with opposite foot forward. (S1.E13.K) Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E13.1)	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <p><i>How do I _____ (skills)?</i></p> <p><i>What should your body look like when you _____ (skills)?</i></p>
Catching Drops a ball and catches it before it bounces twice. (S1.E16.Ka) Catches a large ball tossed by a skilled thrower. (S1.E16.Kb) Catches a soft object from a self-toss before it bounces. (S1.E16.1a) Catches various sizes of balls self-thrown or tossed by a skilled thrower. (S1.E16.1b)	Acquisition
Dribbling/ball control with hands Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <p>Overhand Throw</p> <ul style="list-style-type: none"> • Side opposite throwing arm, facing direction of throw (2-3 only) • Step in opposition (toward target) <p><i>Students will be skilled at (DO)...</i></p> <p><i>Overhand Throwing</i></p>

<p>Dribbles continuously in self-space using the preferred hand. (S1.E17.1)</p> <p><u>Dribbling/ball control with feet</u></p> <p>Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)</p> <p>Taps or dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1)</p> <p><u>Kicking</u></p> <p>Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern. (S1.E21.K)</p> <p>Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E21.1)</p> <p><u>Volley, underhand</u></p> <p>Volleys a lightweight object (balloon), sending it upward. (S1.E22.K)</p> <p>Volleys an object with an open palm, sending it upward. (S1.E22.1)</p> <p><u>Striking, short implement</u></p> <p>Strikes a lightweight object with a paddle or short-handled racket. (S1.E24.K)</p> <p>Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1)</p> <p><u>Jumping rope</u></p>	<ul style="list-style-type: none"> • <i>Trunk rotates (could be blocked) + differentiated rotation of trunk, hips followed rotate followed by shoulder rotation (2-3 only)</i> • <i>Backward motion of arm followed by forward motion + downward and ward, back then upward circular motion (2-3 only)</i> • <i>Forward motion of arm: humeral lag followed by forearm lag (2-3 only)</i> • <i>Follow through at target, across body</i> <p><u>Underhand throw</u></p> <ul style="list-style-type: none"> • <i>Stride stance (K-1 may use a straddle stance)</i> • <i>Face target + square entire body toward target (2-3 only)</i> • <i>Step with opposition at target + fluid transfer of weight from back to front (2-3 only)</i> • <i>Tick tock arm pendulum motion + fluid transfer of weight from back to front (2-3 only)</i> • <i>Forward arm swing with fluid transfer of weight, following through toward target (2-3 only)</i> <p><u>Rolling</u></p> <ul style="list-style-type: none"> • <i>Stride stance (K-1 may use a straddle stance)</i> • <i>Face target + square entire body toward target (2-3 only)</i> • <i>Step with opposition at target (K-1 may bend at waist instead of knee) + fluid transfer of weight from back to front and pronounced knee bend (2-3 only)</i> • <i>Tick tock arm pendulum motion + fluid transfer of weight from back to front (2-3 only)</i> • <i>Forward arm swing with fluid transfer of weight, following through toward target (2-3 only)</i> • <i>Ball release – K-1: between knee and waist; 2-3 at or below knee level</i> 	<p><i>Underhand Throwing</i></p> <p><i>Rolling</i></p>
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<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>Catch</p> <ul style="list-style-type: none"> • Prepares for catch – elbows flexed and hands ready + in a position that • matches size of the object (2-3 only) • Arms extend, catch with hands + absorb object into body (2-3 only) • Eyes follow object through air – tracking may be slow and inaccurate • for K-1 • Moves body behind object or in line with object (2-3 only) <p><i>Additional Motions: Ball above waist – thumbs together; ball below waist – pinkies together</i></p> <p>Kick</p> <ul style="list-style-type: none"> • Balanced starting stationary position behind the ball + continuous, fluid approach (2-3 only) • Preparatory wind up with kicking leg • Non-kicking leg final step beside ball (2-3 only) • Arms used + in opposition to leg motion, and aid in force production • (2-3 only) • Kicking leg swings (K-1 leg may be bent with incomplete extension) + • through full range of motion toward target direction (2-3 only) <p>Hand Dribble</p> <ul style="list-style-type: none"> • Feet in narrow front/back position in opposition to dribbling hand • Ball pushed down from waist with follow through of arm, wrist, fingers • Pushing with finger pads 	<p><i>Catching</i></p> <p><i>Kicking</i></p> <p><i>Hand Dribble</i></p>
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	<ul style="list-style-type: none"> • Beginning to alter visual focus away from ball (2-3 only) <p><i>Task specifics: stationary for K-1, moving through predictable space for 2-3</i></p> <p>Dribble & Trap -Foot</p> <ul style="list-style-type: none"> • Maintains and adjusts body position to remain close to ball + behind ball (2-3 only) • Follows ball with eyes + beginning to alter visual focus away from ball (2-3 only) • Responds to motion of the ball by adjusting body + maintain control of ball, vary use of force and direction (2-3 only) • Uses body to cradle/control the ball to go from a moving to a stationary position (2-3 only) <p>Strike (hitting an object away from the body)</p> <p>Movement processes for striking are dependent on the form of striking –but each form should focus on three phases of the movement:</p> <ul style="list-style-type: none"> • Adjust body position in relationship to the object and task goal • Preparatory movement of body part/implement • Follow through of arm/implement in target direction <p>Jump Rope</p> <ul style="list-style-type: none"> • Jumps on toes – not flat footed • Keeps knees bent • Rotates wrists when swinging the rope • Keeps elbows close to body • Uses peripheral vision with the rope 	<p><i>Dribble & Trap Foot</i></p> <p><i>Striking</i></p> <p><i>Jumping Rope</i></p>
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		<ul style="list-style-type: none"> • Rhythmical jumping with accurate timing to the rope swing • Rhythmical rope swing • Consecutive, fluid, flowing jumps without stopping (3 +) 	
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Physical activity is important

Developers: Elementary Physical Education Committee	Development Date: 1/25/2016	Instructional Level: k-1	Unit: Physical Activity is important
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Stage 1 - Desired Results

ESTABLISHED GOALS	Transfer
Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	<i>Students will be able to independently use their learning to... recognize that physical activity is important and it is Challenging, Healthy, for Enjoyment/Self-expression and Social interaction.</i>
Recognizes that physical activity is important for	Meaning

<p>good health. (S5.E1.K)</p> <p>Identifies physical activity as a component of good health. (S5.E1.1)</p> <p>Acknowledges that some physical activities are challenging/difficult. (S5.E2.K)</p> <p>Recognizes that challenge in physical activity can lead to success. (S5.E2.1)</p> <p>Identifies physical activities that are enjoyable.⁷ (S5.E3.Ka)</p> <p>Discusses the enjoyment of playing with friends. (S5.E3.Kb)</p> <p>Describes positive feelings that result from participating in physical activities. (S5.E3.1a)</p> <p>Discusses personal reasons (i.e., the “why”) for enjoying physical activities. (S5.E3.1b)</p>	<p>UNDERSTANDINGS: <i>Students will...</i></p> <p><i>Recognizes and Identifies ideas* related to physical activity and CHESS.</i></p> <p><i>Begins making connections between physical activity experiences and each concept*</i></p>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <p><i>How can physical activity be challenging and enjoyable?</i></p> <p><i>What are some ways you and some friends can be active together?</i></p> <p><i>How does being physically active help your health?</i></p> <p><i>What are ways you can express yourself through physical activity?</i></p>
Acquisition		
	<p>Students will KNOW...</p> <p><i>For Challenge (C)</i></p> <ul style="list-style-type: none"> • Some physical activities are hard – when something is hard for me it is ‘challenging’* • Challenges can lead to success, and getting better* • It is challenging to learn something new for many reason (what makes something challenging) • Learning something new can be <u>challenging</u>, but when I am <u>successful</u> it feels really good and it makes me more <u>confident and willing</u> to keep trying • It is OK to not be good right away, but I 	<p>Students will be skilled at...</p> <p>Knowing CHESS</p>

	<p><i>should keep trying and working hard so I can get better</i></p> <p><u><i>For Health (H)</i></u></p> <ul style="list-style-type: none"> • <i>Having a healthy body and mind are important*</i> • <i>When I am physically active my mind and body become healthier*</i> • <i>Physical activity makes me healthy in many ways – physical, emotional, social, academic, mental, etc. – it is part of overall good health</i> <p><u><i>For Enjoyment/Self-Expression (E and S)</i></u></p> <ul style="list-style-type: none"> • <i>Being physically active can make me happy, it is fun*</i> • <i>What makes physical activity enjoyable*</i> • <i>How do I feel during and after physical activity*</i> • <i>What makes physical activities enjoyable for me</i> • <i>Physical activity allows me to express my thoughts, feelings, interests, as well as communicate ideas</i> <p><u><i>For Social Interaction (S)</i></u></p> <ul style="list-style-type: none"> • <i>There are positive social interactions that occur when being physically active with other people</i> • <i>Different people participate in physical activity for different reasons – each reason is a good reason</i> 	
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S): Standard 1 & 2
	OTHER EVIDENCE:

COURSE NAME: Spatial Awareness			
Developers: Elementary Physical Education Committee	Development Date: 11/6/2015	Instructional Level: K-1	Unit: Spatial Awareness

Stage 1 - Desired Results			
ESTABLISHED GOALS	Transfer <i>Students will be able to independently use their learning to... identify the concepts of personal space, shared space, pathways, shapes, levels, directions, and sizes.</i>		
	Meaning		
<p>Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Differentiates between movement in personal (self-space) & general space. (S2.E1.Ka)</p> <p>Moves in personal space to a rhythm. (S2.E1.Kb)</p> <p>Moves in self-space and general space in</p>	<p>UNDERSTANDINGS: <u>Students will...</u> <u>Maintain</u> personal space while moving through shared space <u>Identify</u> cues to maintain personal space <u>Describes</u> personal space and shared space <u>Identifies</u> and recognizes each space awareness, effort awareness, and relationship</p>	<p>ESSENTIAL QUESTIONS (<i>What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?</i>)</p> <p><i>Can you show me and identify personal space?</i> <i>Can you show me and identify shared space?</i></p>	

<p>response to designated beats/ rhythms. (S2.E1.1)</p> <p>Travels in 3 different pathways. (S2.E2.K)</p> <p>Travels demonstrating low, middle and high levels. (S2.E2.1a)</p>	<p><i>awareness concept</i></p>	<p><i>Can you show me and identify pathways, shapes, levels, directions, sizes?</i></p>
<p>Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b)</p> <p>Travels in general space with different speeds. (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 style="text-align: center;">Acquisition</p> <p><i>Students will KNOW...</i></p> <p>Categories of Space Awareness</p> <ul style="list-style-type: none"> • <i>Shared space-all space that people and objects share in a given environment</i> • <i>Personal space-all space taken up by an individual's body</i> • <i>Cues for moving through space: head up/on a swivel, balanced body position, remain on your feet</i> • <i>Importance of personal space: safety, greater success for movement, more efficient and effective use of body</i> <p>Pathways</p> <ul style="list-style-type: none"> • <i>straight</i> • <i>curvy</i> • <i>zig zag</i> • <i>loopy loop</i> <p>Shapes</p> <ul style="list-style-type: none"> • <i>curved, straight, twisted</i> • <i>square, triangle, rectangle-other geometric shapes</i> • <i>letters, numbers</i> • <i>abstract shapes</i> <p>Levels</p> <ul style="list-style-type: none"> • <i>low, medium, high</i> <p>Directions</p> <ul style="list-style-type: none"> • <i>up-down</i> 	<p><i>Students will be skilled at (DO)...</i></p> <p>Categories of space awareness</p> <p>Pathways</p> <p>Shapes</p> <p>Levels</p> <p>Directions</p>

	<ul style="list-style-type: none"> • <i>right-left</i> • <i>forward, backward, sideways</i> <p>Sizes</p> <ul style="list-style-type: none"> • <i>big, small, medium</i> • <i>wide, narrow</i> 	
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Basic Muscle Concepts

Developers: Elementary Physical Education Committee	Development Date: 1-13-16	Instructional Level: K-1	Unit: Basic Muscle Concepts
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Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer
	<i>Students will be able to independently use their learning to... identify general muscle concepts.</i>

S.3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of activity and fitness.	Meaning	
	UNDERSTANDINGS <i>Students will...</i> <i>Identifies general muscle concepts</i>	ESSENTIAL QUESTIONS (<i>What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?</i>) <i>Why is it important for us to use our muscles?</i> <i>When reaching and stretching my muscles what am I working on?</i> <i>When I use my muscles for a long time what am I building?</i> <i>When I use a lot of strength for a short bit of time what am I working on?</i>
Acquisition		
	<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i> General Concepts <ul style="list-style-type: none"> <i>Movement requires our muscles to work – contraction is the ability of the muscle to work and relaxation is when the muscles rest</i> <i>It is important to use our muscles so they stay healthy, so they remain strong, and can work for long periods of time - allows us to be physically active</i> Muscular Endurance <ul style="list-style-type: none"> <i>Using my muscles for a long time without getting very tired – very much like cardiorespiratory endurance</i> Muscular Strength	<i>Students will be skilled at (DO)...</i> General Concepts Muscular Endurance Muscular Strength

	<ul style="list-style-type: none"> <i>Pushing, pulling, or lifting something that is really heavy</i> <p><i>Flexibility</i></p> <ul style="list-style-type: none"> <i>Reaching and stretching my muscles</i> 	
Stage 2 - Evidence		
	How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?	
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: Self-Regulation			
<i>Developers: Elementary Physical Education Committee</i>	<i>Development Date: 1/25/2016</i>	<i>Instructional Level: K-1</i>	<i>Unit: Self-Regulation</i>

Stage 1 - Desired Results	
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) Standard 4 - The physically literate individual exhibits responsible personal and social behavior	Transfer <i>Students will be able to independently use their learning to...</i> <i>Recall appropriate and inappropriate behaviors and identify conflict resolution.</i>

		Meaning	
		UNDERSTANDINGS	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i>
		<i>Students will...</i> <i>Identifies and recalls appropriate and inappropriate behaviors</i> <i>Identifies conflict resolution strategies</i>	<i>What strategies could you use to resolve conflicts</i>
			Acquisition
that respects self and others.		<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i> <i>Knowledge:</i> <i>What do appropriate versus inappropriate behaviors look like and sound like in a physically active setting?</i> <i>Recognition and Analysis:</i> <i>Stop, Think, Check In (questions to ask self)</i> <ul style="list-style-type: none"> • <i>Am I doing what I am being asked to do?</i> • <i>Am I being safe, responsible, and respectful?</i> • <i>If I am not doing what I am being asked to do, what am I doing and why am I doing it?</i> • <i>What is getting in my way of choosing appropriate behaviors?</i> <i>Problem Solving:</i> <ul style="list-style-type: none"> • <i>Do I need a break?</i> • <i>Do I need to move to a new spot, away from others?</i> • <i>What else could I do instead of this inappropriate behavior?</i> • <i>How can I avoid these obstacles or</i> 	<i>Students will be skilled at (DO)...</i> <i>Knowledge</i> <i>Recognition and Analysis</i> <i>Problem Solving</i>

	<p>situations?</p> <ul style="list-style-type: none"> • <i>What can I do instead of the inappropriate behavior?</i> • <i>If the problem involves conflict with others, what strategies can I use to resolve conflicts?</i> • <i>If the problem involves others being mean to others, what can I do to step in and help?</i> <p><u>Impact:</u></p> <ul style="list-style-type: none"> • <i>How do my behaviors impact others' behaviors and the overall climate in the physical activity environment?</i> • <i>What can I do to help others make appropriate choices?</i> 	
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Relationship Awareness WITH myself, other movers, and objects

Developers: Elementary Physical Education Committee	Development Date: 11/6/2015	Instructional Level: K-1	Unit: Relationship Awareness WITH myself, other movers, and objects
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Stage 1 - Desired Results

ESTABLISHED GOALS		Transfer
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.		<i>Students will be able to independently use their learning to... Identify and recognize relationship awareness concepts</i>
Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.		Meaning
	UNDERSTANDINGS: Students will... <u>Identifies and recognizes</u> relationship awareness concept	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?) <i>Can you show me _____? (relationships)</i>
	<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i> <i>Relationships</i> Positional relationship to space, others and objects: <ul style="list-style-type: none"> o near to – far from o on-off o around-through o in front of – behind o facing-side by side-back to back o above-below o in-out o top-bottom o over-under 	<i>Students will be skilled at (DO)...</i> <i>Relationships</i>
Stage 2 - Evidence		

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Effort Awareness - How my body moves

Developers: Elementary Physical Education Committee	Development Date: 11/6/2015	Instructional Level: K-1	Unit: Effort Awareness
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Stage 1 - Desired Results		
ESTABLISHED GOALS Standard 2 The physically literate individual applies knowledge of concept, principles, strategies, and tactics related to movement and performance. S2.E3 Movement concepts: speed, direction, force Travels in general space with different speeds (S2.E3.K) Differentiates between fast and slow speeds (S2.E31a) Differentiates between strong and light force (S2E3.1b)	Transfer <i>Students will be able to independently use their learning to... Identify and recognize differences in both speed and force</i>	
Meaning		
UNDERSTANDINGS <i>Students will...</i> <u>Identifies and recognizes</u> each space awareness, effort awareness, and relationship		ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?) <i>What are different speeds I can move at? What are different forces I can use?</i>

		Acquisition
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <p><i>Speed:</i></p> <ul style="list-style-type: none"> • <i>slow, medium and fast</i> • <i>speeding up - slowing down</i> <p><i>Force:</i></p> <ul style="list-style-type: none"> • <i>strong, medium, light</i> • <i>force production requires use of greater range of motion</i> • <i>distance is directly related to and dependent on force</i> • <i>force is related to amount of impact</i> 	<p><i>Students will be skilled at (DO)...</i></p> <p><i>Speed</i></p> <p><i>Force</i></p>

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Be Respectful, Responsible, and Safe

<i>Developers: Elementary Physical Education Committee</i>	<i>Development Date: 1/24/2016</i>	<i>Instructional Level: K-1</i>	<i>Unit: Be Respectful, Responsible, Safe</i>
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Stage 1 - Desired Results		
ESTABLISHED GOALS The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Transfer <i>Students will be able to independently use their learning to... Maintain safe, respectful, and responsible behaviors.</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)	Meaning	
S4.E2 Personal responsibility Acknowledges responsibility for behavior when prompted. (S4.E2.K) Follows the rules & parameters of the learning environment. (S4.E2.1)	UNDERSTANDINGS <i>Students will...</i> <i>Recalls and identifies</i> safe, responsible, and respectful behaviors	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <i>What are things I need to know to do my best in physical education class? (look and listen before moving, follow directions, positive self-talk)</i>
S4.E3 Accepting feedback Follows instruction/ directions when prompted. (S4.E3.K) Responds appropriately to general feedback from the teacher. (S4.E3.1)	Acquisition	
S4.E4 Working with others Shares equipment and space with others. (S4.E4.K) Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)	<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i> <i>Look and listen before moving (eyes scanning, head on a swivel)</i> <ul style="list-style-type: none"> • Appropriate speed of movement • Feet on the ground • Waiting to move through space/use equipment when others are out of the way • Awareness of game play etiquette (specific to the game/activity that is being played) 	<i>Students will be skilled at (DO)... Listen and Look</i>
S4.E5 Rules & etiquette Recognizes the established protocol for class activities. (S4.E5.K)		

<p>Exhibits the established protocols for class activities. (S4.E5.1)</p> <p>S4.E6 Safety</p> <p>Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)</p> <p>Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)</p>	<p><i>Following directions</i></p> <ul style="list-style-type: none"> • Completing quality work • Staying on task and engaged (doing your job) • Accountability to carrying out individual task, or roles within the group <p><i>Positive self-talk</i></p> <ul style="list-style-type: none"> • Positive verbal and nonverbal communication – encouragement, providing feedback • Peer tutoring • Tone of voice (hurtful voice versus helpful voice) • Using equipment appropriately • Accepting differences – willingly works with and includes anyone 	<p><i>Follow directions</i></p> <p><i>Positive Talk</i></p>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Basic Nutrition Concepts

Developers: Elementary Physical Education Committee	Development Date: 1/13/2016	Instructional Level: K-1	Unit: Basic Nutrition Concepts
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Stage 1 - Desired Results		
ESTABLISHED GOALS	<i>Transfer</i>	
Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain in a health-enhancing level of physical activity and fitness.	<p><i>Students will be able to independently use their learning to...</i> <i>Identify food groups, understand why food is important, healthy food versus food that are not as healthy</i></p>	
Recognizes that food provides energy for physical activity. (S3.E6.K)	<p>Meaning</p>	
Differentiates between healthy and unhealthy foods. (S3.E6.1)	<p>UNDERSTANDINGS <i>Students will...</i></p> <p><i>Recognize that food provides energy</i></p> <p><i>Recognizes and differentiates between the concepts of go and whoa foods (some foods are very good for our body and other foods should not be eaten as often because they are not as healthy)</i></p>	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <p>What are the food groups?</p> <p>What are examples of go and whoa foods?</p>
	<p>Acquisition</p>	
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <p>Food is important:</p> <ul style="list-style-type: none"> • Provides energy so our body can keep moving. • Keeps us healthy by giving us nutrients and fuel. - Helps our bodies grow <p>Food Groups:</p> <ul style="list-style-type: none"> • fruits • vegetables • grains 	<p><i>Students will be skilled at (DO)...</i></p> <p>Food groups</p>

	<ul style="list-style-type: none"> • protein • dairy <p>Healthy versus food that are not as healthy:</p> <p>Go foods = healthy foods= can be eaten almost any time, help the body be more physically active, natural foods with little nothing added to them.</p> <p>Slow foods: sometimes foods, not off limits, but shouldn't be eaten every day. At most eat them several times a week.</p> <p>Whoa foods: once-in-a while foods, least healthy foods</p>	<p>Healthy versus food that are not as healthy</p> <p>Slow Foods</p> <p>Whoa Foods</p>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Locomotor Skills			
Developers: Elementary Physical Education Committee	Development Date: 11/6/2015	Instructional Level: K-1	Unit: Locomotor Skills

Stage 1 - Desired Results			
ESTABLISHED GOALS		Transfer	
<p>Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)</p> <p>Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1)</p> <p>Performs jumping & landing actions with balance. (S1.E3.K)</p> <p>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)</p> <p>Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.1)</p> <p>Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)</p> <p>Combines locomotor and non-locomotor skills in a teacher-designed dance. (S1.E5.1)</p>		<p><i>Students will be able to independently use their learning to... perform locomotor skills (hopping, galloping, running, sliding, and skipping).</i></p>	
		Meaning	
		<p>UNDERSTANDINGS: Students will... <i>Performs locomotor skills in predictable, controlled environment</i> <i>Recognizes and names each locomotor skill</i></p>	<p>ESSENTIAL QUESTIONS <i>Can you _____ (skills) across the gym?</i></p> <p><i>What locomotor skill am I doing?</i></p>
Acquisition			
		<p><i>Students will KNOW... (criteria) the names of the locomotor skills</i></p> <p>Run</p> <ul style="list-style-type: none"> • <i>Arms/legs swing in opposition</i> • <i>Flight phase where body is completely projected into the air</i> • <i>Arms/legs swing in sagittal plane – direct front/back projection, not crossing midline or swinging side to side (2-3 only)</i> <p><i>Additional Motions: Heel to toe motion – foot is not flat footed</i></p> <p>Gallop</p> <ul style="list-style-type: none"> • <i>Face in the line of movement; entire body remains square with line of movement</i> 	<p>Students will be skilled at...</p> <p><i>(list locomotor skills)</i></p> <p>Run</p> <p>Gallop</p>

	<ul style="list-style-type: none"> • Forward movement, with lead leg • Back foot remains behind lead foot – step chase motion • Flight phase + with limited vertical movement (2-3 only) • Arms free to do other tasks (i.e., clap, snap, use an implement) (2-3 only) <p><i>Able to lead</i></p> <p><i>Slide</i></p> <ul style="list-style-type: none"> • Face forward, move sideways + entire body remains square forward (2-3 only) • Feet/legs perform a step chase movement + while remaining square forward and moving sideways (2-3 only) • Flight phase + with Limited vertical lift (2-3 only) • Arms held out to sides for balance or free to do other tasks (2-3 only) <p><i>Able to lead with either foot (2-3 only)</i></p> <p><i>Additional Motions: Toe landing & push off – balls of feet</i></p> <p><i>Jump</i></p> <ul style="list-style-type: none"> • Take off and land on two feet • Preparatory knee bend + as arms are bent and swing backwards (2-3 only) • Extension of arms-swinging forward/up as lower body extends <p><i>Knees & ankles absorb on landing</i></p> <p><i>Additional Motions: Arms come down for balance</i></p> <p><i>Hop</i></p> <ul style="list-style-type: none"> • Take off and land on same foot • Swing leg flexed & downward + used as pendulum in force production (2-3 only) • Arms used to create force by moving forward and upward + moving backward-then extending forward/upward (2-3 only) • Hopping leg bends followed by extension • Leg bent to absorb on landing – maintain balance when doing consecutive hops (2-3 only) 	
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	<ul style="list-style-type: none"> <i>Able to hop with either leg (2-3 only)</i> <p><i>Leap</i></p> <ul style="list-style-type: none"> <i>Take off of one leg and land on the other</i> <i>Partial (K-1), Full extension (2-3 only) of takeoff leg – as front leg reaches forward (K-1), fully extends forward (2-3 only)</i> <i>Arms used in opposition as they reach to create force production + fully extend (2-3 only)</i> <i>Able to lead with either leg (2-3 only)</i> <i>Additional Motions: Push off of back leg</i> <p><i>Skip</i></p> <ul style="list-style-type: none"> <i>Alternating step/hop motion with weight transfer from one foot to other + rhythmical & coordinated movement (2-3 only)</i> <i>Arms and legs used in opposition + rhythmically (2-3 only)</i> <i>Limited vertical lift – movement is more horizontal (2-3 only)</i> 	Leap
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
rubric criteria or chunk of content on left side or learning indicator Can we out in	PERFORMANCE TASK(S): Perform locomotor skills (not paper/pencil) Standard 1 & 2
	OTHER EVIDENCE:

COURSE NAME: Non- Locomotor

<i>Developers: Elementary Physical Education Committee</i>	<i>Development Date: 1/25/2016</i>	<i>Instructional Level: 2nd- 3rd</i>	<i>Unit: Non-locomotor</i>
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Stage 1 - Desired Results

ESTABLISHED GOALS	Transfer	Meaning	Acquisition
<p>Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</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>Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)</p> <p>Transfers weight from feet to different body parts/bases of support for balance and/or travel. (S1.E8.2)</p> <p>Transfers weight from feet to hands for momentary weight support. (S1.E8.3)</p> <p>Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)</p> <p>Applies skill.</p> <p>Differentiates among twisting, curling, bending & stretching actions. (S1.E10.2)</p> <p>Moves into and out of gymnastics balances with curling, twisting & stretching actions. (S1.E10.3)</p> <p>Differentiates among twisting, curling, bending & stretching actions. (S1.E10.2)</p> <p>Combines balances and transfers into a 3-part sequence (i.e., dance, gymnastics).</p>	<p><i>Students will be able to independently use their learning to... explore different movements including bend, stretch/reach, freeze, push, pull, sway, swing, curl, twist, shake.</i></p>	<p>UNDERSTANDINGS <i>Students will...</i></p> <p><i>Begins exploring using the language and movements associated with non-locomotor skills</i></p> <p><i>Creates sequences using combinations of locomotor and non-locomotor movements</i></p>	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <p><i>Show me how you can _____? (bend, stretch, freeze, push, pull, sway, swing, twist, curl, shake)</i></p> <p><i>Can you combine_____ (bend, stretch, freeze, push, pull, sway, swing, twist, curl, shake) and create a dance or sequence?</i></p>
		<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p>	<p><i>Students will be skilled at (DO)...</i></p>

<p>(S1.E11.2) Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. (S1.E11.3)</p> <p>Developmentally appropriate/emerging outcomes first appear in Grade 3.</p> <p>Combines balance and weight transfers with movement concepts to create and perform a dance. (S1.E12.3)</p> <p>Standard 2 The physically literate individual applies knowledge of concept, principles, strategies, and tactics related to movement and performance.</p>	<ul style="list-style-type: none"> ● <i>Moving from a straight form to a curved or angular form with entire body or individual body parts</i> ● <i>To draw out or extend entire body and /or individual body parts, to the full length or extent</i> ● <i>To make self-stationary, stiff or motionless</i> ● <i>To exert force away from the body</i> ● <i>To bring force toward the body</i> ● <i>Movement when the top of the lever is stationary and the bottom of the lever is moving back and forth/side to side</i> ● <i>To form the body or parts of the body into a spiral or curved shape</i> ● <i>Movement around an axis of the body, while the body is anchored in one spot</i> ● <i>To move or sway with short, quick, vibratory actions</i> 	<p><i>Bend</i></p> <p><i>Stretch</i></p> <p><i>Reach</i></p> <p><i>Freeze</i></p> <p><i>Push</i></p> <p><i>Pull</i></p> <p><i>Sway</i></p> <p><i>Swing</i></p> <p><i>Curl</i></p> <p><i>Twist</i></p> <p><i>Shake</i></p>	
Stage 2 - Evidence			
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?			
Evaluation Criteria		Assessment Evidence	
	PERFORMANCE TASK(S):		
	OTHER EVIDENCE:		

COURSE NAME: Effort Awareness - How my body moves

<i>Developers: Elementary Physical Education Teachers</i>	<i>Development Date: 1/25/2016</i>	<i>Instructional Level: 2-3</i>	<i>Unit: Effort Awareness - How my body moves</i>
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Stage 1 - Desired Results			
ESTABLISHED GOALS Standard 2 The physically literate individual applies knowledge of concept, principles, strategies, and tactics related to movement and performance.	Transfer		
<u>S2.E3 Movement concepts</u> Speed, direction, force Varies time and force with gradual increases and decreases. (S2.E3.2) Combines movement concepts (direction, levels, force, and time) with skills as directed by the teacher. (S2.E3.3)	<i>Students will be able to independently use their learning to... Demonstrate Speed and Force</i>		
	Meaning		
	UNDERSTANDINGS <i>Students will...</i> Standard 1: <u>Modifies</u> form of locomotor, non-locomotor or object control skill and <u>maintains</u> control of the body while <u>applying</u> movement concepts to educational games, dance and gymnastics Standard 2: <u>Applies</u> movement concepts to locomotion, non-locomotion, object control and other movement forms – during educational games, dance and gymnastics	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <i>What are different speeds I can move at?</i> <i>What are different forces I can use?</i> <i>How can I vary my force to strike or aim at a target of varying distance?</i>	
	Acquisition		

	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <p><i>Speed:</i></p> <ul style="list-style-type: none"> • <i>slow, medium and fast</i> • <i>speeding up - slowing down</i> <p><i>Force:</i></p> <ul style="list-style-type: none"> • <i>strong, medium, light</i> • <i>force production requires use of greater range of motion</i> • <i>distance is directly related to and dependent on force</i> • <i>force is related to amount of impact</i> 	<p><i>Students will be skilled at (DO)...</i></p> <p><i>Speed</i></p> <p><i>Force</i></p>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Be Respectful, Be Responsible, Be Safe

Developers: Elementary Physical Education Committee	Development Date: Feb 10, 2016	Instructional Level: 2-3	Unit: Be Respectful, Be Responsible, Be Safe
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Stage 1 - Desired Results

ESTABLISHED GOALS	Transfer
S4.E1 Personal responsibility Practices skills with minimal teacher prompting. (S4.E1.2) Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)	Students will be able to independently use their learning to... <i>Look and listen before moving, Following directions, Positive self-talk</i>
S4.E2 Personal responsibility Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2) Works independently for extended periods of time. (S4.E2.3)	Meaning
S4.E3 Accepting feedback Accepts specific corrective feedback from the teacher. (S4.E3.2) Accepts and implements specific corrective feedback from the teacher	<p>UNDERSTANDINGS <i>Students will...</i></p> <p><i>Consistently applies safe, responsible, and respectful behaviors</i></p> <p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <p><i>What are things I need to know to do my best in physical education class? (look and listen before moving, follow directions, positive self-talk)</i></p>
S4.E4 Working with others 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)	<p>Acquisition</p> <p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Look and listen before moving (eyes scanning, head on a swivel)</i> • <i>Appropriate speed of movement</i> • <i>Feet on the ground</i> • <i>Waiting to move through space/use equipment when others are out of the way</i> • <i>Awareness of game play etiquette (specific to the game/activity that is being played)</i> <p><i>Students will be skilled at (DO)...</i></p> <p><i>Look and listen before moving</i></p> <p><i>Following directions</i></p>
S4.E5 Rules & etiquette Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2) Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)	
S4.E6 Safety Works independently and safely in physical education. (S4.E6.2a)	
Works safely with physical education equipment.	

<p>(S4.E6.2b) Works independently and safely in physical activity settings. (S4.E6.3)</p>	<ul style="list-style-type: none"> • <i>Following directions</i> • <i>Completing quality work</i> • <i>Staying on task and engaged (doing your job)</i> • <i>Accountability to carrying out individual task, or roles within the group</i> • <i>Positive self-talk</i> • <i>Positive verbal and nonverbal communication – encouragement, providing feedback</i> • <i>Peer tutoring</i> • <i>Tone of voice (hurtful voice versus helpful voice)</i> • <i>Using equipment appropriately</i> • <i>Accepting differences – willingly works with and includes anyone</i> 	<p><i>Positive self-talk</i></p>	
<p>Stage 2 - Evidence How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</p>			
Evaluation Criteria	Assessment Evidence		
	PERFORMANCE TASK(S):		
	OTHER EVIDENCE:		
COURSE NAME: Basic Nutrition Concepts			
Developers: Elementary Physical Education Committee	Development Date: 1/25/2016	Instructional Level: K-1	Unit: Basic Nutrition Concepts

Stage 1 - Desired Results		
ESTABLISHED GOALS	<i>Transfer</i>	
Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain in a health-enhancing level of physical activity and fitness.	<i>Students will be able to independently use their learning to... Food groups, Healthy versus food that are not as healthy, Slow Foods, Whoa Foods</i>	
Recognizes the “good health balance” of good nutrition with physical activity. (S3.E6.2)	<i>Meaning</i>	
Identifies foods that are beneficial for before and after physical activity. (S3.E6.3)	<p>UNDERSTANDINGS <i>Students will...</i></p> <p><i>Matches food to the correct food groups</i></p> <p><i>Recognizes and differentiates between the concepts go, slow, and whoa foods (there are varying degrees of healthy foods)</i></p> <p><i>Recognizes that Go foods are foods that should be eaten before and after physical activity</i></p>	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <p><i>What are the food groups?</i></p> <p><i>What are examples of go, slow and whoa foods?</i></p>
	<i>Acquisition</i>	
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <p>Food is important:</p> <ul style="list-style-type: none"> ● Provides energy so our body can keep moving. ● Keeps us healthy by giving us nutrients and fuel. ● Helps our bodies grow <p>Food Groups:</p>	<p><i>Students will be skilled at (DO)...</i></p> <p><i>Food groups</i></p>

	<ul style="list-style-type: none"> ● fruits ● vegetables ● grains ● protein ● dairy <p>Healthy versus food that are not as healthy:</p> <p>Go foods = healthy foods= can be eaten almost any time, help the body be more physically active, natural foods with little nothing added to them.</p> <p>Slow foods: sometimes foods, not off limits, but shouldn't be eaten every day. At most eat them several times a week.</p> <p>Whoa foods: once-in-a while foods, least healthy foods</p>	<p>Healthy versus food that are not as healthy</p> <p>Slow Foods</p> <p>Whoa Foods</p>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Basic Heart Concepts

Developers: Elementary Physical Education Committee

Development Date: Feb 10th 2016

Instructional Level: 2-3

Unit: Basic Heart Concepts

Stage 1 - Desired Results

ESTABLISHED GOALS

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

S3.E2 Engages in physical activity
Actively engages in physical education class in response to instruction and practice. (S3.E2.2)
Engages in the activities of physical education class without teacher prompting

S3.E3 Fitness knowledge
Uses own body as resistance (e.g., holds body in plank position, animal walks) 4 for developing strength. (S3.E3.2a)
Identifies physical activities that contribute to fitness. (S3.E3.2b)
Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)

Transfer

Students will be able to independently use their learning to...

Understand how activity affects the heart including General Heart Concepts, Cardiorespiratory Endurance, Intensity, What my body does when I work hard? Rating of Perceived Exertion – How hard am I working?

Meaning

UNDERSTANDINGS

Students will...

Recognizes cardio- respiratory endurance concept

Applies RPE

Recognizes bodies response to physical activity

General Heart Concepts

Cardio Endurance

Intensity

Rate of Perceived Exertion -How hard am I working

What my body does when I work hard

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

What is your hearts job?

Where is your heart located?

How does your heart respond to activity?

Rating of Perceived Exertion – How hard am I working?

What does my body do when I work hard?

Acquisition

	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • Located in chest – center/left • Size of fist • Pumps bloods through the body • When my body can keep moving for a long time without getting too tired • When my heart-lungs are giving me enough to keep going • How hard the body is working • When body is working harder or faster • When I'm using more parts of the body then I am working at a higher intensity • 5 – I need to stop soon • 4 – This is hard, I don't really want to talk, but I can keep moving for a little bit longer • 3 – I'm tired and can't talk anymore, but I can keep going for a while • 2 – I feel good, I'm breathing hard and can keep talking • 1 – I can move like this all day, I probably could go harder • Breath harder • Sweat more • Face turns red • Body feels tired • Hard to talk 	<p><i>Students will be skilled at (DO)...</i></p> <p><i>General Heart Concepts</i></p> <p><i>Cardiorespiratory Endurance</i></p> <p><i>Intensity</i></p> <p><i>Rating of Perceived Exertion – How hard am I working?</i></p> <p><i>What my body does when I work hard?</i></p>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Relationship Awareness WITH myself, other movers, and objects			
Developers: Elementary Physical Education Committee	Development Date: 1/25/2016	Instructional Level: 2-3	Unit: Relationship Awareness

Stage 1 - Desired Results			
ESTABLISHED GOALS		<i>Transfer</i>	
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.		<i>Students will be able to independently use their learning to... Transfer of weight, Balance, Rhythm, Sequence, Patterns.</i>	
Transfers weight from feet to different body parts/bases of support for balance and/or travel. (S1.E8.2)		<i>Meaning</i>	
Transfers weight from feet to hands for momentary weight support. (S1.E8.3)		UNDERSTANDINGS: <i>Students will...</i> Standard 1: <i>Performs skills and/or combinations of skills with fluid transfer of weight during educational games, dance and/or gymnastics</i>	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <i>What are ways I can transfer my weight?</i>
Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)		Standard 1 – Balances on different bases of support, combining levels, shapes, and sizes Standard 1 – Combines balance with weight transfer (dynamic balance)	<i>What are things that help me hold my balance?</i>

<p>Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Combines locomotor skills in general space to a rhythm. (S2.E1.2)</p>	<p>Standard 1: <u>performs</u> rhythmical, sequences of combinations of various locomotor and non-locomotor movements</p> <p>Standard 2: <u>Creates</u> rhythmical, sequences using combinations of locomotor and non-locomotor movements</p>	<p>What is rhythm?</p> <p>Can I copy a pattern/sequence?</p> <p>How can I combine these skills to make a routine/dance?</p>
<p>Recognizes the concept of open spaces in a movement context. (S2.E1.3)</p>	<p>Acquisition</p>	
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <p><u>Transfer of Weight</u></p> <ul style="list-style-type: none"> • Moving body and/or body parts through space in a safe, controlled, coordinated, and sequential way, changing size and levels, and pathways, without stopping movement • Weight shifted from one supporting foot, limb, or body part to another • Tighten part of body that is about to take on the weight, while landing with that body part in a soft, absorbing manner <p><u>Balance</u></p> <ul style="list-style-type: none"> • Contracting muscles - squeezing muscles • Visual focal point – staring at something • Lower center of gravity – moving body closer to the ground • Base of support – contacts with the ground, making these contacts further apart, or wide, makes balancing easier • Breathing – when we contract muscles we need to remember to keep breathing and not hold our breath • Static Balance – holding body still, controlling body in various positions without moving <p><u>Rhythm</u></p> <ul style="list-style-type: none"> • Strong, regular, repeated pattern of movement or 	<p><i>Students will be skilled at (DO)...</i></p> <p><i>Transfer of Weight</i></p> <p><i>Balance</i></p> <p><i>Rhythm</i></p>

	<p><i>sound</i></p> <ul style="list-style-type: none"> • <i>Systematic arrangement or pattern of sounds, movements</i> <p><u>Sequences, Patterns</u></p> <ul style="list-style-type: none"> • <i>Movement patterns – repeating combinations of movement – (AB, AABB, ABC etc. patterns)</i> • <i>Movement phrases or sequences – repeating series of movements, combining movements in repeating patterns</i> 	
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Self-Regulation

Developers: Elementary PE Teachers	Development Date: 1/25/2016	Instructional Level: 2-3	Unit: Self-Regulation
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Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands)	Transfer
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<p>(e.g. reading, writing, language, speaking, listening & content) can be integrated?)</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><i>Students will be able to independently use their learning to... Recall appropriate and inappropriate behaviors and identify conflict resolution.</i></p>		
<p>S4.E1 <u>Personal responsibility</u></p> <p>Practices skills with minimal teacher prompting. (S4.E1.2)</p> <p>Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)</p>	<p style="text-align: center;">Meaning</p>		
<p>S4.E2 <u>Personal responsibility</u></p> <p>Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)</p> <p>Works independently for extended periods of time. (S4.E2.3)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 10px; vertical-align: top;"> <p>UNDERSTANDINGS</p> <p><i>Students will...</i></p> <p><i>Differentiates between appropriate and inappropriate behaviors</i></p> <p><i>Describes the stop, think, check in strategy and identifies self-regulation questions</i></p> <p><i>When there is an inappropriate behavior, identifies possible solutions to problems, and applies solutions to physical activity situations</i></p> <p><i>Identifies conflict resolution strategies</i></p> <p><i>Recognizes how a persons' ability to regulate his/her behaviors impacts levels of enjoyment for everyone involved</i></p> </td><td style="padding: 10px; vertical-align: top;"> <p>ESSENTIAL QUESTIONS (<i>What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?</i>)</p> <p><i>What strategies could you use to resolve conflicts?</i></p> <p><i>What choices could you make that help deflect conflicts in class?</i></p> </td></tr> </table>	<p>UNDERSTANDINGS</p> <p><i>Students will...</i></p> <p><i>Differentiates between appropriate and inappropriate behaviors</i></p> <p><i>Describes the stop, think, check in strategy and identifies self-regulation questions</i></p> <p><i>When there is an inappropriate behavior, identifies possible solutions to problems, and applies solutions to physical activity situations</i></p> <p><i>Identifies conflict resolution strategies</i></p> <p><i>Recognizes how a persons' ability to regulate his/her behaviors impacts levels of enjoyment for everyone involved</i></p>	<p>ESSENTIAL QUESTIONS (<i>What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?</i>)</p> <p><i>What strategies could you use to resolve conflicts?</i></p> <p><i>What choices could you make that help deflect conflicts in class?</i></p>
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 10px; vertical-align: top;"> <p>Acquisition</p> <p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <p><i>Knowledge: What do appropriate versus inappropriate behaviors look like and sound like in a physically active setting?</i></p> <p><i>Recognition and Analysis: Stop, Think, Check In (questions to ask self)</i></p> <ul style="list-style-type: none"> • Am I doing what I am being asked to do? </td><td style="padding: 10px; vertical-align: top;"> <p><i>Students will be skilled at (DO)...</i></p> <p><i>Knowledge</i></p> <p><i>Recognition and Analysis</i></p> </td></tr> </table>	<p>Acquisition</p> <p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <p><i>Knowledge: What do appropriate versus inappropriate behaviors look like and sound like in a physically active setting?</i></p> <p><i>Recognition and Analysis: Stop, Think, Check In (questions to ask self)</i></p> <ul style="list-style-type: none"> • Am I doing what I am being asked to do? 	<p><i>Students will be skilled at (DO)...</i></p> <p><i>Knowledge</i></p> <p><i>Recognition and Analysis</i></p>
<p>Acquisition</p> <p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <p><i>Knowledge: What do appropriate versus inappropriate behaviors look like and sound like in a physically active setting?</i></p> <p><i>Recognition and Analysis: Stop, Think, Check In (questions to ask self)</i></p> <ul style="list-style-type: none"> • Am I doing what I am being asked to do? 	<p><i>Students will be skilled at (DO)...</i></p> <p><i>Knowledge</i></p> <p><i>Recognition and Analysis</i></p>		

	<ul style="list-style-type: none"> <i>Am I being safe, responsible, and respectful?</i> <i>If I am not doing what I am being asked to do, what am I doing and why am I doing it?</i> <i>What is getting in my way of choosing appropriate behaviors?</i> <p><u>Problem Solving:</u></p> <ul style="list-style-type: none"> <i>Do I need a break?</i> <i>Do I need to move to a new spot, away from others?</i> <i>What else could I do instead of this inappropriate behavior?</i> <i>How can I avoid these obstacles or situations?</i> <i>What can I do instead of the inappropriate behavior?</i> <i>If the problem involves conflict with others, what strategies can I use to resolve conflicts?</i> <i>If the problem involves others being mean to others, what can I do to step in and help?</i> <p><u>Impact:</u></p> <ul style="list-style-type: none"> <i>How do my behaviors impact others' behaviors and the overall climate in the physical activity environment?</i> <i>What can I do to help others make appropriate choices?</i> 	<p><i>Problem Solving</i></p> <p><i>Impact</i></p>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria

Assessment Evidence

	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Physical Activity

Developers: Elementary Physical Education Committee	Development Date: 1/25/2016	Instructional Level: 2-3	Unit: Physical Activity
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Stage 1 - Desired Results

ESTABLISHED GOALS	<i>Transfer</i>		
	<i>Meaning</i>		
Standard 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		<i>Students will be able to independently use their learning to... Identifies opportunities for physical activity both in and out of school.</i>	
<u>Physical Activity Knowledge</u> 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) Charts participation in physical activities outside physical education class. (S3.E1.3a) Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)	UNDERSTANDINGS: <i>Students will...</i> <u>Charts, demonstrates</u> being physically active outside of class	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <i>Where can I be physically active?</i> <i>Who can I be physically active with?</i>	

<p><u>Engages in Physical Activity</u></p> <p>Actively engages in physical education class in response to instruction and practice. (S3.E2.2)</p> <p>Engages in the activities of physical education class without teacher prompting. (S3.E2.3)</p>		<p><i>What can I use to be physically active with?</i></p> <p><i>How I can be physically active outside of school?</i></p>
Acquisition		
<p>Fitness knowledge</p> <p>Uses own body as resistance (e.g., holds body in plank position, animal walks)⁴ for developing strength. (S3.E3.2a)</p> <p>Identifies physical activities that contribute to fitness. (S3.E3.2b)</p> <p>Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)</p> <p>Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. (S3.E4.3)</p>	<p><i>Students will KNOW... (criteria)</i></p> <p><i>Where can I be physically active?</i></p> <ul style="list-style-type: none"> • <i>Playground</i> • <i>At home – outside</i> • <i>At home – inside</i> • <i>Places in my community</i> <p><i>Who can I be physically active with?</i></p> <ul style="list-style-type: none"> • <i>Individually</i> – when I don't have anyone to be physically active with, • or when I want to be alone • <i>Partner</i> – how do I ask someone to be physically active with me? <p><i>Group</i> – how do I organize a group so we can be physically active together? -Cooperative, competitive, parallel</p> <p><i>What can I use to be physically active with?</i></p> <ul style="list-style-type: none"> • <i>Typical equipment used for physical activity</i> • <i>Stuff found around home that is not typically used for physical activity, creative use of non-traditional items</i> • <i>When I don't have anything to use for physical activity</i> 	<p>Students will be skilled at...</p> <p><i>Where can I be physically active?</i></p> <p><i>Who can I be physically active with?</i></p> <p><i>What can I use to be physically active with?</i></p>

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
rubric criteria or chunk of content on left side or learning indicator Can we out in	PERFORMANCE TASK(S): Perform locomotor skills (not paper/pencil) Standard 1 & 2
	OTHER EVIDENCE:

COURSE NAME: Object Control & Manipulative Skills

Developers: Elementary Physical Education Curriculum Committee	Development Date: 1/25/2016	Instructional Level: 2-3	Unit: Object Control & Manipulative Skills
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Stage 1 - Desired Results

ESTABLISHED GOALS	<i>Transfer</i>
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	<i>Students will be able to independently use their learning to... Overhand Throwing, Underhand Throwing, Rolling, Catching, Kicking, Hand Dribble, Dribble & Trap Foot, Striking, Jumping Rope</i>
	<i>Meaning</i>

<p>Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><u>Underhand Throw</u> Throws underhand using a mature pattern. (S1.E13.2)</p> <p>Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)</p> <p><u>Overhand Throw</u> Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E14.2)</p> <p>Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force. (S1.E14.3)</p>	<p>UNDERSTANDINGS: <i>Students will...</i></p> <p>S1 <u>Performs</u> object control skills in a progressively more complex, dynamic environment and when necessary modifies form of the skill to meet changing task demands during educational games, while <u>maintaining</u> body control throughout the motion</p> <p>S2 <u>Explains</u> what the body does when performing each movement; <u>analyzes and evaluates</u> self or others' movements based on the proficient form</p> <p>S1 focus for Striking in 2-3 can become more <u>sport specific</u> but primary focus remains on developing the ability to consistently adjust the body according to ball and/or target *Addition of one or more moving task characteristics</p> <p>S1 – <u>Performs</u> 3 or more different types of jumps, consecutively jumps (5+ times), turning own rope</p>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <p>How do I _____ (skills)?</p> <p>What should your body look like when you _____ (skills)?</p> <p>What games can I use these skills in?</p>
<p><u>Catching</u> 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><u>Dribbling/ball control with hand</u> 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 style="text-align: center;">Acquisition</p> <p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <p>Overhand Throw</p> <ul style="list-style-type: none"> • Side opposite throwing arm, facing direction of throw (2-3 only) • Step in opposition (toward target) • Trunk rotates (could be blocked) + differentiated rotation of trunk, hips rotate followed by shoulder rotation (2-3 only) • Backward motion of arm followed by forward motion + downward and backward, then upward circular motion (2-3 only) • Forward motion of arm: humeral lag followed by forearm lag (2-3 only) 	<p><i>Students will be skilled at (DO)...</i></p> <p>Overhand Throwing</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><u>Dribbling/ball control with foot</u> Dribbles with the feet in general space with control of ball and body. (S1.E18.2)</p> <p>Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)</p> <p><u>Passing & receiving with feet</u> Passes & receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.3)</p> <p><u>Kicking</u> Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E21.2)</p> <p>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)</p> <p>Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)</p> <p><u>Volley underhand</u> Volleys an object upward with consecutive hits. (S1.E22.2)</p>	<p><i>Follow through at target, across body</i></p> <p>Underhand throw</p> <ul style="list-style-type: none"> • Stride stance (K-1 may use a straddle stance) • Face target + square entire body toward target (2-3 only) • Step with opposition at target + fluid transfer of weight from back to front (2-3 only) • Tick tock arm pendulum motion + fluid transfer of weight from back to front (2-3 only) • Forward arm swing with fluid transfer of weight, following through toward target (2-3 only) <p>Rolling</p> <ul style="list-style-type: none"> • Stride stance (K-1 may use a straddle stance) • Face target + square entire body toward target (2-3 only) • Step with opposition at target (K-1 may bend at waist instead of knee) + fluid transfer of weight from back to front and pronounced knee bend • (2-3 only) • Tick tock arm pendulum motion + fluid transfer of weight from back to front (2-3 only) • Forward arm swing with fluid transfer of weight, following through toward target (2-3 only) • Ball release – K-1: between knee and waist; 2-3 at or below knee level <p>Catch</p> <ul style="list-style-type: none"> • Prepares for catch – elbows flexed and hands ready + in a position • that matches size of the object (2-3 only) • Arms extend, catch with hands + absorb object into body (2-3 only) • Eyes follow object through air – tracking maybe slow and inaccurate • for K-1 	<p><i>Underhand Throwing</i></p> <p><i>Rolling</i></p> <p><i>Catching</i></p>
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<p>Volleyes 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)</p> <p><u>Striking short implement</u> strikes an object upward with a short-handled implement, using consecutive hits. (S1.E24.2)</p> <p>Strikes an object with a short handled implement, sending it forward over a low net or to a wall (S1.E24.3a)</p> <p>Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern (S1.E24.3b)</p> <p><u>Striking long implement</u> 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>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. Note: Use batting tee or ball tossed by teacher for batting. (S1.E25.3)</p> <p><u>Jumping Rope</u> 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</p>	<ul style="list-style-type: none"> Moves body behind object or in line with object (2-3 only) <p><i>Additional Motions: Ball above waist – thumbs together; ball below waist – pinkies together</i></p> <p>Kick</p> <ul style="list-style-type: none"> Balanced starting stationary position behind the ball + continuous, fluid approach (2-3 only) Preparatory wind up with kicking leg Non-kicking leg final step beside ball (2-3 only) Arms used + in opposition to leg motion, and aid in force production (2-3 only) Kicking leg swings (K-1 leg may be bent with incomplete extension) + through full range of motion toward target direction (2-3 only) <p>Hand Dribble</p> <ul style="list-style-type: none"> Feet in narrow front/back position in opposition to dribbling hand Ball pushed down from waist with follow through of arm, wrist, fingers Pushing with finger pads <p><i>Beginning to alter visual focus away from ball (2-3 only) Task specifics: stationary for K-1, moving through predictable space for 2-3</i></p> <p>Dribble & Trap -Foot</p> <ul style="list-style-type: none"> Maintains and adjusts body position to remain close to ball + behind ball (2-3 only) Follows ball with eyes + beginning to alter visual focus away from ball (2-3 only) Responds to motion of the ball by adjusting body + maintain control of ball, vary use of force and direction (2-3 only) Uses body to cradle/control the ball to go from a moving to a stationary position (2-3 only) 	<p>Kicking</p> <p>Hand Dribble</p> <p>Dribble & Trap Foot</p>
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<p>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>Strike (hitting an object away from the body)</p> <p><i>Movement processes for striking are dependent on the form of striking – but each form should focus on three phases of the movement:</i></p> <ul style="list-style-type: none"> • <i>Adjust body position in relationship to the object and task goal –</i> • <i>Preparatory movement of body part/implement</i> • <i>Follow through of arm/implement in target direction</i> <p>Jump Rope</p> <ul style="list-style-type: none"> • <i>Jumps on toes – not flat footed</i> • <i>Keeps knees bent</i> • <i>Rotates wrists when swinging the rope</i> • <i>Keeps elbows close to body</i> • <i>Uses peripheral vision with the rope</i> • <i>Rhythmic jumping with accurate timing to the rope swing</i> • <i>Rhythmic rope swing</i> <p><i>Consecutive, fluid, flowing jumps without stopping</i></p>	<p><i>Striking</i></p> <p><i>Jumping Rope</i></p>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Spatial Awareness

Developers: Elementary Physical Education Committee

Development Date: Feb 10, 2016

Instructional Level: 2-3

Unit: Spatial Awareness

Stage 1 - Desired Results

ESTABLISHED GOALS

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

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

S2.E1 Movement concepts

Combines locomotor skills in general space to a rhythm. (S2.E1.2) Recognizes the concept of open spaces in a movement context. (S2.E1.3)

S2.E2

Movement concepts

Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.2 (S2.E2.2) Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3)

S2.E3 Movement concepts

Varies time and force with gradual increases and decreases. (S2.E3.2) Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.

Transfer

Students will be able to independently use their learning to...

Identify the concepts of personal space, shared space, pathways, shapes, levels, directions, and sizes.

Meaning

UNDERSTANDINGS

Maintains controlled use of the body while moving through shared space **and** while varying space characteristics

Maintains personal space during dynamic, small group activities

Explains importance of personal space

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

Can you show me and identify personal space?

Can you show me and identify shared space?

Can you show me and identify pathways, shapes, levels, directions, sizes?

Acquisition

Students will KNOW... (Including Tier II and Tier III vocabulary)

Students will KNOW...

Students will be skilled at (DO)...

	<p><i>Categories of Space Awareness</i></p> <ul style="list-style-type: none"> • <i>Shared space-all space that people and objects share in a given environment</i> • <i>Personal space-all space taken up by an individual's body</i> • <i>Cues for moving through space: head up/on a swivel, balanced body position, remain on your feet</i> • <i>Importance of personal space: safety, greater success for movement, more efficient and effective use of body</i> <p><i>Pathways</i></p> <ul style="list-style-type: none"> • <i>straight</i> • <i>curvy</i> • <i>zig zag</i> • <i>loopy loop</i> <p><i>Shapes</i></p> <ul style="list-style-type: none"> • <i>curved, straight, twisted</i> • <i>square, triangle, rectangle-other geometric shapes</i> • <i>letters, numbers</i> • <i>abstract shapes</i> <p><i>Levels</i></p> <ul style="list-style-type: none"> • <i>low, medium, high</i> <p><i>Directions</i></p> <ul style="list-style-type: none"> • <i>up-down</i> • <i>right-left</i> • <i>forward, backward, sideways</i> <p><i>Sizes</i></p> <ul style="list-style-type: none"> • <i>big, small, medium</i> • <i>wide, narrow</i> 	<p><i>Categories of Space Awareness</i></p> <p><i>Pathways</i></p> <p><i>Shapes</i></p> <p><i>Levels</i></p> <p><i>Directions</i></p> <p><i>Sizes</i></p>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
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	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Biking			
Developers: Elementary Physical Education Committee	Development Date: 1/13/2016	Instructional Level: 3	Unit: Biking

Stage 1 - Desired Results		
ESTABLISHED GOALS		Transfer
Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	<i>Students will be able to independently use their learning to... Use Etiquette and safety for Bike Riding</i>	
Standard 4:	Meaning	

<p>Exhibits responsible personal and social behavior that respects self and others. Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)</p>	<p>UNDERSTANDINGS: Students will...</p> <ul style="list-style-type: none"> • <u>Recognizes and applies hand signals in appropriate situations.</u> • <u>Recognizes and names road signs and appropriate behaviors.</u> • <u>Recognizes and describes value of wearing a helmet.</u> • <u>Identifies what to check before riding a bike and why each is valuable.</u> 	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <p><i>Can you demonstrate all the hand signals that you would use when riding a bike on the road?</i></p> <p><i>Why is it important to do the ABC check prior to riding a bike?</i></p> <p><i>What signs might you see when you are riding a bike?</i></p>	
Acquisition			
	<p>Students will KNOW....</p> <ul style="list-style-type: none"> • Hand Signals – right turn, left turn, stop • Road Signs - yield, stop lights, stop signs, railroad • Helmet – determining size and fit • ABC Bike Check - Air, Brakes, Chain 	<p>Students will be skilled at...</p> <p><i>Bike Riding Etiquette and Safety</i></p>	
Stage 2 - Evidence How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?			
Evaluation Criteria		Assessment Evidence	
	PERFORMANCE TASK(S):		

OTHER EVIDENCE:

COURSE NAME: Locomotor Skills

Developers: Elementary Physical Education Committee	Development Date: 1/25/2016	Instructional Level: 2-3	Unit: Locomotor Skills
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Stage 1 - Desired Results

ESTABLISHED GOALS	Transfer		
	Meaning		
2nd: Skips using a mature pattern. (S1.E1.2)	<p><i>Students will be able to independently use their learning to...</i> Demonstrate different movements including run, gallop, slide, jump, hop, leap, and skip</p>		
2nd: Runs with a mature pattern. (S1.E2.2a)			
2nd: Travels showing differentiation between jogging and sprinting. (S.1.E.2.2b)	<p>UNDERSTANDINGS: Students will...</p> <p>Standard 1: <u>Performs</u> locomotor skills in a progressively more complex, dynamic environment and when necessary <u>modifies</u> form of the skill to meet changing task demands <u>during</u> educational games, dance and/or locomotor skills, while <u>maintaining</u> body control throughout the motion</p>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <p>Can you _____ (skills) across the gym in a mature pattern?</p>	
2nd: 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)	<p>Standard 1: <u>Changes</u> from one movement form to the next in a fluid motion, without needing to stop and think and <u>performs</u> sequences of combinations of various locomotor and non-locomotor movements</p>		
2nd: Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.2)	<p>Standard 2: <u>Explains</u> what the body does when performing each movement; <u>analyzes and evaluates</u> self or others' movements based on the proficient form</p>		
2nd: Performs a teacher and/or			

<p>student designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)</p> <p>3rd: Leaps using a mature pattern. (S1.E1.3)</p>	<p>Standard 2: Creates sequences using combinations of locomotor and non-locomotor movements</p>	
<p>3rd: Travels showing differentiation between sprinting and running. (S1.E2.3)</p> <p>3rd: Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3)</p> <p>3rd: Performs teacher selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)</p> <p>3rd: Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)</p>	<p style="text-align: center;">Acquisition</p> <p><i>Students will KNOW... (criteria) the names of the locomotor skills</i></p> <p>Run</p> <ul style="list-style-type: none"> • Arms/legs swing in opposition • Flight phase where body is completely projected into the air Arms/legs swing in sagittal plane – direct front/back projection, not crossing midline or swinging side to side (2-3 only) <p><i>Additional Motions: Heel to toe motion – foot is not flat footed</i></p> <p>Gallop</p> <ul style="list-style-type: none"> • Face in the line of movement; entire body remains square with line of movement • Forward movement, with lead leg • Back foot remains behind lead foot – step chase motion • Flight phase + with limited vertical movement (2-3 only) • Arms free to do other tasks (i.e., clap, snap, use an implement) (2-3 only) <p><i>Able to lead</i></p> <p>Slide</p> <ul style="list-style-type: none"> • Face forward, move sideways + entire body remains square forward • (2-3 only) • Feet/legs perform a step chase movement + while remaining square • forward and moving sideways (2-3 only) • Flight phase + with Limited vertical lift (2-3 only) • Arms held out to sides for balance or free to do other tasks (2-3 only) 	<p>Students will be skilled at...</p> <p>(list locomotor skills)</p> <p>Run</p> <p>Gallop</p> <p>Slide</p>

	<p><i>Able to lead with either foot (2-3 only)</i> <i>Additional Motions: Toe landing & push off – balls of feet</i></p> <p>Jump</p> <ul style="list-style-type: none"> • <i>Take off and land on two feet</i> • <i>Preparatory knee bend + as arms are bent and swing backwards (2-3 only)</i> • <i>Extension of arms-swinging forward/up as lower body extends</i> <i>Knees & ankles absorb on landing</i> <p><i>Additional Motions: Arms come down for balance</i></p> <p>Hop</p> <ul style="list-style-type: none"> • <i>Take off and land on same foot</i> • <i>Swing leg flexed & downward + used as pendulum in force production (2-3 only)</i> • <i>Arms used to create force by moving forward and upward + moving backward-then extending forward/upward (2-3 only)</i> • <i>Hopping leg bends followed by extension</i> • <i>Leg bent to absorb on landing – maintain balance when doing consecutive hops (2-3 only)</i> • <i>Able to hop with either leg (2-3 only)</i> <p>Leap</p> <ul style="list-style-type: none"> • <i>Take off of one leg and land on the other</i> • <i>Partial (K-1), Full extension (2-3 only) of takeoff leg – as front leg reaches forward (K-1), fully extends forward (2-3 only)</i> • <i>Arms used in opposition as they reach to create force production + fully extend (2-3 only)</i> • <i>Able to lead with either leg (2-3 only)</i> • <i>Additional Motions: Push off of back leg</i> <p>Skip</p> <ul style="list-style-type: none"> • <i>Alternating step/hop motion with weight transfer from one foot to other + rhythmical & coordinated movement (2-3 only)</i> • <i>Arms and legs used in opposition + rhythmically (2-3 only)</i> • <i>Limited vertical lift – movement is more horizontal (2-3 only)</i> 	<p><i>Jump</i></p> <p><i>Hop</i></p> <p><i>Leap</i></p> <p><i>Skip</i></p>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
rubric criteria or chunk of content on left side or learning indicator Can we out in	PERFORMANCE TASK(S): Perform locomotor skills (not paper/pencil) Standard 1 & 2
	OTHER EVIDENCE:

COURSE NAME: Target Games - Skills and Tactics

Developers: Elementary Physical Education Committee	Development Date: 2/10/2016	Instructional Level: 4-5	Unit: Target Games- Skills and Tactics
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Stage 1 - Desired Results

ESTABLISHED GOALS <u>Standard 1:</u> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher and/ or student-designed small-sided practice-task environments. (S1.E26.4) Combines manipulative skills and traveling for execution to a target. (S1.E26.5)	Transfer
	<i>Students will be able to independently use their learning to... Determine how to play and skills needed to play target games.</i>
	Meaning
	UNDERSTANDINGS: <i>Students will...</i> <i>Determine starting point and posture, target line, immediate target location, and release</i>

<p>Standard 2: The physically literate individual applies knowledge of concept, principles, strategies, and tactics related to movement and performance</p> <p>Applies movement concepts to strategy in game situations. (S2.E3.5a)</p> <p>Analyzes movement situations and applies movement concepts in small-sided practice tasks in game environments. (S2.E3.5c)</p> <p>Recognizes the type of throw, volley or striking action needed for different games & sports situations. (S2.E5.5c)</p>	<p><i>point</i> <i>-set up, stance, and ball position from start of movement to release</i></p> <p><i>Determine length of step and speed of approach, and length of backswing/forward swing (necessary range of motion of body parts)</i> <i>-approach, backswing, follow through</i></p>	<p>Direction: <i>Where should I start and set up for the shot?</i></p> <p>What is my immediate target and how does its location impact my movement and release?</p> <p>Distance: <i>What is the relationship between target distance and starting position?</i></p>	
Acquisition			
	<p>Students will KNOW...</p> <p>Direction: <i>Where to start and set up for the shot</i> <i>What is my immediate target and how does its location impact my movement and release</i></p> <p>Distance: <i>Relationship between target distance and starting position</i></p>	<p>Students will be skilled at...</p> <p><i>Playing target games</i></p>	
Stage 2 - Evidence			
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?			
Evaluation Criteria		Assessment Evidence	
	PERFORMANCE TASK(S):		

	OTHER EVIDENCE:
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COURSE NAME: Jump Rope Skills

Developers: Elementary Physical Education Committee

Development Date: 2/18/16

Instructional Level: 4th-5th

Unit: Jump Rope

Stage 1 - Desired Results

ESTABLISHED GOALS	Transfer			
	<p><i>Students will be able to independently use their learning to...</i></p> <p><i>Perform individual jump rope skills, long rope jump skills, partner jump skills, small group jump skills.</i></p>			
	Meaning			
	UNDERSTANDINGS <i>Students will...</i>	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i>		
<p>S1.E27 Manipulative</p> <p>Creates a jump rope routine with short or long ropes (S1.E27.4)</p> <p>Creates a jump rope routine with a partner using a short or long rope. (S1.E27.5)</p>	<p><u>Perform</u> 4 jumping skills of choice, from a minimum of 2 of the jumping skills categories</p> <ul style="list-style-type: none"> • Coordinated use of upper and lower body • Absorption of force • Balanced body position throughout jump • Flowing from one repetition to the next and able to perform a series of consecutive jumps in a row 	<p><i>Can you perform a variety of jumping skills?</i></p> <p><i>Can you combine jumping skills that lead from one to another?</i></p> <p><i>Can you identify what your body should look like when performing the jumps?</i></p>	Acquisition	

	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • Individual jump rope skills • Partner jump rope skills • Long rope skills • Small group jumping skills (e.g., Chinese jump rope, jump bands) <p><i>*teacher choice in determining exact jump rope skills to include within the unit</i></p>	<p><i>Students will be skilled at (DO)...</i></p> <p><i>Individual jump rope skills</i></p> <p><i>Long rope jump skills</i></p> <p><i>Partner jump skills</i></p> <p><i>Small group jump skills</i></p>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Educational Dance			
Developers: Elementary Physical Education Curriculum Committee	Development Date: 2-10-16	Instructional Level: 4-5	Unit: Educational Dance

Stage 1 - Desired Results

ESTABLISHED GOALS	Transfer
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<p>(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</p>	<p><i>Students will be able to independently use their learning to... Create and apply movement components including spatial, rhythmic, dynamic, process, sequencing, partnering.</i></p>
<p>Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p>	<p style="text-align: center;">Meaning</p>
<p>Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4)</p>	<p>UNDERSTANDINGS <i>Students will...</i></p> <p><u>Applies</u> each component when performing dance activities</p> <p><u>Uses</u> knowledge of each component to <u>create</u> dance activities, and to <u>analyze/evaluate</u> peer's activities</p>
<p>Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern.(S1.E5.5)</p>	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <p>Can you use (space, size, pathways, levels, and direction) to vary your movement?</p>
<p>Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p>Can you follow/copy the dance sequence to the beat or rhythm?</p> <p>Can you use elements of time and force to vary your movement?</p>
<p>Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. (S2.E2.4)</p>	<p>Can you create a dance pattern/sequence using processing, sequencing, and partnering components?</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>	<p style="text-align: center;">Acquisition</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><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Spatial Component: Use of space including size, pathways, levels, directions and shapes to vary the movement form</i> • <i>Rhythmic Component: Matching</i>
<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</p>	<p><i>Students will be skilled at (DO)...</i></p> <p><i>Spatial Component</i></p> <p><i>Rhythmic Component</i></p>

gymnastics. (S2.E3.5c)	<p><i>movement to the beat or rhythm</i></p> <ul style="list-style-type: none"> • <i>Dynamic Component: Use of elements of time (fast/slow) and force (heavy, hard/light, soft) to vary the movement form</i> • <i>Process Component: Dance choreography with repeating movement phrases or sequences</i> • <i>Sequencing Component: Dance choreography that has a definite beginning, middle and ending</i> • <i>Partnering Component: Dance choreography requiring individuals to work together to perform the movements</i> 	<i>Dynamic Component</i> <i>Process Component</i> <i>Sequencing Component</i> <i>Partnering Component</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Striking and Fielding

Developers: Elementary Physical Education Committee

Development Date: 2/18/2016

Instructional Level: 4/5

Unit: Striking and Fielding

Stage 1 - Desired Results

ESTABLISHED GOALS

S1.E14 Manipulative Overhand throw

Throws overhand using a mature pattern in non-dynamic environments (closed skills). (S1.E14.4a) Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b) Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a) Throws overhand to a large target with accuracy. (S1.E13.5b)

S1.E25

Manipulative Striking, long implement

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)

Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a) Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b)

Transfer

Students will be able to independently use their learning to...

Recognize when specialized movement skills are needed for game play where students will communicate effectively, use field space appropriately, and cooperate as a team working towards a common goal.

Meaning

UNDERSTANDINGS: ***Students will...***

Students will be able to use specialized movement skills including:

- *Batting, throwing, catching a thrown ball, fielding a ground ball, fielding a pop fly.*
- *Each of these skills will be necessary for combination play in small sided striking and fielding games.*

ESSENTIAL QUESTIONS
(*What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?*)

When a student strikes a ball what should you do to prepare to field it?

What are the different types of forces that I can use to strike and throw a ball?

Acquisition

	<p>Batting</p> <ul style="list-style-type: none"> • feet parallel to each other • toes pointing toward home plate • knees bent • grip on bat • shoulder to shoulder <p>Throwing</p> <ul style="list-style-type: none"> • side to target • step with opposition, toward target • arm downward, backward, then upward – elbow back and bent • follow through at target • adjusts range of motion and speed/force of throw depending on relationship to target <p>Catching a Thrown Ball</p> <ul style="list-style-type: none"> • seeing the ball • moving entire body to the ball • reaching for the ball; pulling ball into body • transition from catch to throw <p>Fielding a Ground Ball</p> <ul style="list-style-type: none"> • seeing ball on ground • moving body to behind ball • low body position; glove to ground; follow ball into glove with eyes; protecting ball in glove with other hand <p>Fielding a Pop Fly</p> <ul style="list-style-type: none"> • seeing ball in air • moving body to behind ball • reach glove for ball; cover ball • call for ball 	<p><i>Students will be skilled at (DO)...</i></p> <p><i>Batting</i></p> <p><i>Throwing</i></p> <p><i>Catching a thrown ball</i></p> <p><i>Fielding a ground ball</i></p> <p><i>Fielding a pop fly</i></p>
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Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria		Assessment Evidence
		PERFORMANCE TASK(S):
		OTHER EVIDENCE:

COURSE NAME: Physical Activity has different value for different individuals			
<i>Developers: Elementary Physical Education Committee</i>	<i>Development Date: 2/18/2016</i>	<i>Instructional Level: 4/5</i>	<i>Unit: Physical Activity has different value for different individuals</i>

Stage 1 - Desired Results		
ESTABLISHED GOALS		<i>Transfer</i>
Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction Examines the health benefits of participating in physical activity. (S5.E1.4)		<i>Students will be able to independently use their learning to... Recognize and identify the values for health benefits, enjoyment and self-expression, value for challenge, value for social interaction.</i>
		<i>Meaning</i>

<p>Compares the health benefits of participating in selected physical activities. (S5.E1.5)</p> <p>Rates the enjoyment of participating in challenging and mastered physical activities (S5.E2.4)</p> <p>Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)</p> <p>Ranks the enjoyment of participating in different physical activities (S5.E3.4)</p> <p>Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)</p> <p>Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)</p> <p>Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)</p>	<p>UNDERSTANDINGS: Students will...</p> <p><u>Recognizes the value of being physically active</u></p> <p><u>Recognizes that there are different reasons for me to choose to be physically active</u></p> <p><u>Identify why physical activity is personally valued</u></p> <p><u>Recognize that reasons why individuals participate in physical activity vary; we might choose to be physically active for different reasons and that is OK</u></p> <p>Value for Health Benefits Health benefits include the whole person – physical, social, mental, and academic health</p> <ul style="list-style-type: none"> • Physical health – PA is good for all parts of my body; keeps my muscles strong, helps me maintain an appropriate body weight, keeps my heart functioning, keeps cholesterol levels low, reduces chances of illness and disease • Social health – PA is a great way to have fun with others • Mental health – PA is a great ‘medicine’ to make me feel better about myself – it releases endorphins which are chemicals in my body that increase my positive mood • Academic health – students who participate in more PA also have better grades because they are more alert, focused and ready to learn; more oxygen flowing through the body allows me to be more prepared to learn <p>Value for Enjoyment and Self-Expression</p>	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <p><i>Why is it important to be physically active?</i></p> <p><i>What are ways you enjoy being physically active?</i></p> <p><i>What are things I can do to make a physical activity more enjoyable?</i></p> <p><i>What are some ways that physical activity can be challenging?</i></p> <p><i>What are ways you can grow from being challenged physically?</i></p> <p><i>How can you physical activity be used as a social event?</i></p> <p><i>What are the health benefits of being physically active?</i></p> <p><i>How can you express yourself socially?</i></p>
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	<p><u>Identifies</u> what is personally enjoyable and why (why is my response positive)</p> <p><u>Identifies</u> when something is not enjoyable, why it is not fun and how to make it more fun. (why is my response negative)</p> <p><u>Recognizes</u> that movement can be used as a form of communication and willingly <u>uses movement to express</u></p> <p>Value for Challenge</p> <p><u>Identifies</u> ways to reduce or increase the challenge of a PA</p> <p><u>Recognizes</u> what it feels like to keep trying, and to work through difficulty</p> <p><u>Recognizes</u> what it feels like to do something that you are afraid to try</p> <p><u>Describes</u> the relationship between effort and success and <u>recognizes</u> the connection between enjoyment and challenge</p> <p>Value for Social Interaction</p> <p><u>Recalls</u> ways they use PA with others and how it feels</p> <p><u>Creates</u> opportunities to be active with others</p> <p><u>Recognizes</u> the positive social benefits from participating in physical activity with others</p>	
	Acquisition	
	<p>Value for Health Benefits</p> <p>Health benefits include the whole person-physical, social, mental, and academic health</p> <ul style="list-style-type: none"> Physical Health- PA is good for all parts of my body, keeps my muscles strong, helps me maintain an appropriate body weight, keeps my heart functioning, keeps cholesterol levels low, reduces 	<p>Students will be skilled at (DO)...</p> <p><i>Value for Health Benefits</i></p> <p><i>Value for Enjoyment and Self-Expression</i></p>

	<ul style="list-style-type: none"> • <i>chances of illness and disease</i> • <i>Social Health - PA is a great way to have fun with others</i> • <i>Mental Health - PA is a great 'medicine' to make me feel better about myself - it releases endorphins which are chemicals in my body that increase my positive mood</i> • <i>Academic Health - students who participate in more PA also have better grades because they are more alert, focused and ready to learn; more oxygen flowing through the body allowing one to better prepare to learn</i> <p>Value for Enjoyment and Self-Expression <i>What makes PA fun for me and how can I alter an activity to make it more enjoyable</i></p> <p><i>What reasons for my personal positive or negative response to an activity?</i></p> <p><i>Movement is a tool for communication</i></p> <p>Value for Challenge <i>PA can be adjusted based on individual characteristics so that the PE Becomes either more or less challenging</i></p> <p><i>Relationship between effort and success, and that sometimes effort requires you to work through difficulty and fear</i></p> <p><i>Relationship between enjoyment and challenge when participating in PA</i></p> <p>Value for Social Interaction <i>Positive social interactions when engaged in partner, small-group and large-group physical activities - it is fun to be active with my family and friends</i></p>	<p><i>Value for Challenge</i></p> <p><i>Value for Social Interaction</i></p>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide

feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Personal & Social Responsibility

Developers: Elementary Physical Education Committee	Development Date: 2/18/2016	Instructional Level: 4-5 Grades	Unit: Personal & Social Responsibility
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Stage 1 - Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
	UNDERSTANDINGS <i>Students will...</i>	ESSENTIAL QUESTIONS (<i>What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?</i>)
Standard 4 The physically literate individual exhibits responsible personal and social behavior that respect self and others.	<i>Students will be able to independently use their learning to...</i> <i>Self-evaluates and applies appropriate personal and social responsibility.</i>	
Exhibits responsible behavior in independent group situations (S4.E1.4)		<i>Meaning</i>
Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)	UNDERSTANDINGS <i>Students will...</i> <i>Consistently applies safe behaviors.</i> <u><i>Self-Evaluates behaviors and modifies behaviors when not being safe.</i></u>	ESSENTIAL QUESTIONS (<i>What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?</i>) What are things I need to know to do my best in physical
Reflects on personal social behavior in physical activity. (S4.E2.4)		

<p>Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities (S4.E2.5a)</p> <p>Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)</p> <p>Listens respectfully to corrective feedback from others (e.g., peers, adults), (S4.E3.4)</p> <p>Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)</p> <p>Give corrective feedback respectfully to peers. (S4. E3.5)</p> <p>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)</p> <p>Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group project (S4.E4.5)</p> <p>Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)</p> <p>Critiques the etiquette involved in rules of various game activities. (S4.E5.5)</p>	<p><i>Consistently applies</i> responsible behaviors during individual activities.</p> <p><i>Self-Evaluates</i> behaviors and <i>modifies</i> behaviors when not being responsibility</p> <p><i>Consistently applies</i> respectful behaviors to self, others, equipment during individual activities</p> <p><i>Self-Evaluates</i> behaviors and <i>modifies</i> behaviors when not being respectful during individual activities</p> <p><i>Recognizes</i> when others need assistance during individual activities, and provides assistance in a positive manner</p> <p><i>Consistently applies</i> safe behaviors to self, others, equipment during partner or group activities</p> <p><i>Self-Evaluates</i> behaviors and <i>modifies</i> behavior when not being safe during partner or group activities</p> <p><i>Self-Evaluates</i> behaviors and <i>modifies</i> behaviors when not being safe during partner or group activities.</p> <p><i>Consistently applies</i> respectful behaviors to self, others, equipment during individual activities.</p> <p><i>Recognizes</i> when others need assistance during individual activities, and provides assistance in a positive manner</p> <p><i>Consistently applies</i> safe behaviors to self, others, equipment during partner or group activities</p> <p><i>Self-Evaluates</i> behaviors and <i>modifies</i> behaviors when not being safe during partner or group activities</p> <p><i>Consistently applies</i> safe behaviors to self, others, equipment during partner or group activities</p>	<p>education class?</p> <p>What are ways I can apply responsible behaviors?</p> <p>What are ways I can apply respectful behaviors?</p> <p>What are ways I can apply safe behaviors?</p>
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<p>Works safely with peers and equipment in physical activity settings. (S4.E6.4)</p> <p>Applies safety principles with age-appropriate physical activities. (S4.E6.5)</p>	<p><u><i>Self-Evaluates behaviors and modifies behaviors when not being respectful during partner or group activities</i></u></p> <p><u><i>Recognizes when others need assistance during partner or group activities, and provides assistance in a positive manner</i></u></p> <p><u><i>Consistently applies responsible behaviors to self, others, equipment during partner and group activities</i></u></p> <p><u><i>Self-Evaluates behaviors and modifies behaviors when not being responsible during partner or group activities.</i></u></p>	
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <p><u><i>Safe movement in Individual Activities</i></u></p> <ul style="list-style-type: none"> • <i>look and listen before moving (eyes scanning, head on a swivel)</i> • <i>appropriate speed of movement</i> • <i>waiting to move through space/use equipment when others are out of the way</i> <p><u><i>Responsible Behavior in Individual Activities</i></u></p> <ul style="list-style-type: none"> • <i>following directions</i> • <i>completing quality work</i> • <i>staying on task and engaged (doing your job)</i> • <i>accountability</i> <p><u><i>Respectful Behaviors - Individual Activities</i></u></p> <ul style="list-style-type: none"> • <i>positive self-talk</i> • <i>positive verbal and nonverbal communication</i> • <i>peer tutoring</i> • <i>tone of voice (hurtful voice versus helpful voice)</i> • <i>using equipment appropriately</i> <p><u><i>Safe behavior during partner or group activities</i></u></p>	<p><i>Students will be skilled at (DO)...</i></p> <p><u><i>Safe movement in Individual Activities</i></u></p> <p><u><i>Responsible Behavior in Individual Activities</i></u></p> <p><u><i>Respectful Behaviors - Individual Activities</i></u></p>

	<ul style="list-style-type: none"> <i>look and listen before moving</i> <i>awareness of game play etiquette</i> <i>waiting to move through space/use equipment when others are out of the way</i> <p><u>Respectful Behaviors during partner and group activities</u></p> <ul style="list-style-type: none"> <i>conflict resolution</i> <i>positive encouragement - skill specific cues, positive praise phrases</i> <i>positive communication - listening, brainstorming, paraphrasing, sharing, organizing ideas, ranking ideas, coming to consensus, accepting the decision and moving forward to carry out the decision</i> <i>appropriate reaction to outcome of the activity (winning/losing - sportsmanship)</i> <i>giving feedback - honest, thoughtful</i> <i>accepting differences - willingly works with anyone and includes everyone</i> <p><u>Responsible behaviors during partner or group activities</u></p> <ul style="list-style-type: none"> <i>taking turns, sharing</i> <i>accountability to carrying out roles within the group</i> <i>staying on task and engaged with group/partner</i> <i>completing quality work</i> <i>including everyone within the group effort</i> 	<p><i>Safe behavior during partner or group activities</i></p> <p><i>Respectful Behaviors during partner and group activities</i></p>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Nutrition

Developers: Elementary Physical Education Committee

Development Date: 2/18/2016

Instructional Level: 4th-5th

Unit: Nutrition

Stage 1 - Desired Results

ESTABLISHED GOALS

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

S3.E6

Nutrition

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)

Transfer

*Students will be able to independently use their learning to...
Identify, recall, and recognize a balanced healthy plate as well as foods that provide the body with energy for the body.*

Meaning

UNDERSTANDINGS

Students will...

Recall a balanced healthy plate, and identify foods that belong in each category

Recognize that food provides energy for the body

Identify and differentiate between characteristics and examples of go, slow, and whoa foods

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

Can you put together a meal using my plate?

Is the meal balanced using the categories of my plate?

How does food provide your body with energy?

What are examples of almost anytime, sometimes and once and awhile foods?

What are qualities of almost anytime, sometimes and once and awhile

		foods?
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <p><i>Parts of My Plate - vegetables, fruit, dairy, grain, protein</i></p> <p><i>Size comparison of categories</i></p> <p><i>Go, Slow, and Whoa Foods</i></p> <p><i>Calories are units of energy that body needs to function to be healthy</i></p> <p><u>Almost anytime foods</u></p> <ul style="list-style-type: none"> • <i>Foods that should be eaten every day, and even multiple servings each day</i> • <i>Clean foods that are in their natural form</i> • <i>Healthiest foods</i> • <i>Examples of go foods:</i> • <i>Vegetables – without added fat</i> • <i>Fruits</i> • <i>Whole grains</i> • <i>Skim and 1% dairy</i> • <i>Extra-lean beef</i> • <i>Chicken and turkey without the skin</i> • <i>Fish</i> • <i>Eggs</i> <p><u>Sometimes foods:</u></p> <p><i>-Foods that can be eaten on most days</i></p>	<p><i>Students will be skilled at (DO)...</i></p> <p><i>My Plate</i></p> <p><i>Almost anytime foods</i></p> <p><i>Sometimes foods:</i></p>

	<ul style="list-style-type: none"> -Foods that are often combination foods -Foods that have more fat and sugar than go foods <p><u>Once in a while foods:</u></p> <ul style="list-style-type: none"> -Foods that should be eaten rarely -Least healthy foods -When eaten in excess lead to disease & illness 	
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Physical Activity Pyramid & Creating Opportunities to increase Physical Activity - Create-a-game

Developers: Elementary Physical Education Committee	Development Date: 2/18/2016	Instructional Level: 4/5	Unit: Physical Activity Pyramid & Creating Opportunities to increase Physical Activity - Create-a-game
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Stage 1 - Desired Results

ESTABLISHED GOALS		Transfer
Standard 3: The Physically literate individual		

<p>demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p><i>Students will be able to independently use their learning to... Recognize and recall the physical activity pyramid and create-a-game.</i></p>
<p>Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)</p>	<p style="text-align: center;"><i>Meaning</i></p>
<p>Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)</p>	<p><i>UNDERSTANDINGS:</i> <i>Students will...</i></p> <p><i>Recognizes and Recalls the Physical Activity Pyramid</i></p> <p><i>Categorizes activities according to the PAP</i></p> <p><i>Connects PAP to HRF components</i></p> <p><i>Creates a game following requirements of rubric</i></p> <p><i>Identify opportunities to play the game outside of class.</i></p> <p><i>Self-Report participation in physical activity - when/where</i></p>
<p>Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)</p>	<p><i>ESSENTIAL QUESTIONS</i> <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <p><i>What is the Physical Activity Pyramid? What are the parts of it?</i></p> <p><i>What activities belong in each category?</i></p> <p><i>How are PAP and HRF related?</i></p> <p><i>Can you create/invent a game following the given guidelines?</i></p> <p><i>What are some games you can play outside of class?</i></p>
<p>Actively engages in all the activities of physical education. (S3.E2.5)</p>	
<p>Identifies the components of health-related fitness.5 (S3.E3.4)</p>	
<p>Differentiates between skill-related and health-related fitness.6 (S3.E3.5)</p>	
<p><i>Acquisition</i></p>	
	<p><i>Limited = inactivity - sitting more than 30 minutes at a time</i></p> <p><i>2-3 times/week = 1) leisure/playtime exercise; 2) recreational activities</i></p> <p><i>3-5 times/week = 1) aerobic exercise; 2) recreational activities (more organized than leisure/playtime activities)</i></p>

	<p><i>Everyday = as much as possible - playing outside, doing chores, walking your pet</i></p> <p><i>What are the important components of a game that allow it to be played without confusion so that the emphasis is on participation and increased PA time</i></p> <ul style="list-style-type: none"> • <i>Clear identification of equipment and organization, and player roles/actions</i> • <i>Clear but minimal number of rules</i> • <i>Clear description of how to start, how to play and how to restart</i> • <i>Clear understanding of how game ends</i> <p><i>How to modify game in case equipment, space and players do not match original idea of game play</i></p>	<p><i>Create-a-Game</i></p>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: Outdoor Pursuits

Developers: Elementary PE

Development Date: 3/16/16

Instructional Level: 4th-5th grade

Unit: Outdoor Pursuits

Stage 1 - Desired Results

ESTABLISHED GOALS

S5.E3. Self-Expression and Enjoyment

Ranks the enjoyment of participating in different physical activities (S5.E3.4)

Analyzes different physical activities for enjoyment and challenges. Identifying reasons for positive or negative response

S5.E4

Social interaction

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)

Transfer

Students will be able to independently use their learning to...

Recognize how to get prepared for outdoor pursuits with the proper equipment, proper usage of the equipment, know and apply safety protocol, and the emotional and physical results of outdoor pursuits.

Meaning

UNDERSTANDINGS

Students will...

Recognizes and applies skill techniques used when participating in the activity.

Recognizes and names the parts of the equipment.(rollerblades, snowshoes)

Recognizes and describes value of wearing safety equipment.

Identifies safe/unsafe conditions.

Identifies ways that outdoor pursuits provide challenge and enjoyment.

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

Why do we need to be dressed properly when engaging in outdoor pursuits?

Why do we need to follow safety protocol when engaging in outdoor pursuits?

What are some of the emotional reasons for engaging in outdoor pursuits?

What are some of the physical reasons for engaging in outdoor pursuits?

Where are some locations where you might

		<i>engage in outdoor pursuits?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <p><i>Snowshoeing</i></p> <ul style="list-style-type: none"> • <i>parts of the snowshoe</i> • <i>climbing</i> • <i>descending</i> • <i>turning</i> • <i>safety</i> • <i>enjoyment</i> • <i>physical challenge</i> <p><i>In-line Skating</i></p> <ul style="list-style-type: none"> • <i>falling techniques</i> • <i>stopping techniques</i> • <i>levels of skating</i> • <i>turning</i> • <i>getting up</i> • <i>safety</i> • <i>enjoyment</i> • <i>physical challenge</i> 	<p><i>Snowshoeing</i></p> <p><i>In-line skating</i></p>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	

	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Educational Gymnastics

Developers:	Development Date: 2/18/2016	Instructional Level: 4-5 grades	Unit: Educational Gymnastics
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Stage 1 - Desired Results			
ESTABLISHED GOALS	Transfer		
	<i>Students will be able to independently use their learning to...</i> <i>Perform and identify transfer of weight and balances.</i>	Meaning	
Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4) Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5) Transfers weight from feet to hands, varying speed and using large extensions (e.g., kick, handstand, cartwheel. (S1.E8.4) Transfers weight in gymnastics and dance environments. (S1E8.5)	UNDERSTANDINGS <i>Students will...</i> <i>Performs static balances (in various positions and using various pieces of equipment), by applying balance concepts of low and wide center of gravity, contracting muscles, continuous breathing</i> <ul style="list-style-type: none">• <i>Able to hold balances without movement for a minimum of 3 seconds</i>• <i>Able to hold a balanced position in a minimum of 3 different body positions</i> <i>Performs dynamic balance skills using a controlled and coordinated body.</i>	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <i>What is the difference between a dynamic and static balance?</i> <i>Can you hold a balance for 3 seconds?</i> <i>Can you hold a balanced position</i>	

<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>	<ul style="list-style-type: none"> <i>Able to transition from one skill to the next in a fluid flowing manner</i> <p><i>Able to hold a static balance, move to a new position, stop and hold this new static balance.</i></p>	<p><i>in a minimum of 3 different body positions?</i></p> <p><i>Can you move from one balance to another in a fluid flowing manner?</i></p>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <p><i>Universal balance technique - contraction and relaxation of various muscles, visual focal point, center of gravity, base of support, breathing</i></p> <p><i>Static Balance - remaining still in one position</i></p> <p><i>Dynamic Balance - maintaining a controlled, balanced body while moving through space and/or while changing position of body in space</i></p> <p><i>Transfer of Weight - Changing location and use of body and/or body parts to maintain a controlled, balanced body position (used with dynamic balance activities)</i></p>	<p><i>Students will be skilled at (DO)...</i></p> <p><i>Universal balance technique</i></p> <p><i>Static balance</i></p> <p><i>Transfer of weight</i></p>

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Health Related Fitness

Developers: Elementary Physical Education Committee

Development Date: 2-18-2016

Instructional Level: 4-5

Unit: Health Related Fitness

Stage 1 - Desired Results

ESTABLISHED GOALS

(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Fitness Knowledge
 - Identifies the components of health-related fitness.⁵ (S3.E3.4)
 - Differentiates between skill-related and health-related fitness.⁶ (S3.E3.5)

Transfer

*Students will be able to independently use their learning to...
Analyze, identify, and apply the health related fitness components as well as the levels of intensity related to physical activity.*

Meaning

UNDERSTANDINGS

Students will...

Define/Describe HRF components and related terms & concepts

Analyze activities and categorize them into the HRF components

Identify impact that each HRF component has on overall health

Identifies name and location of each muscle group

Identify and describe ways to modify intensity of physical activity

Self-evaluate RPE intensity during PA and explain rating (i.e., why did I rate it this way; what was my body doing for this rating; did the activity allow me to reach a specific rating; what were the differences between two contrasting activities/ratings)

Connect ideas of moderate RPE, moderate intensity, aerobic

ESSENTIAL QUESTIONS
(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

What are the components of HRF?

Can you identify and name the muscle groups?

What impact does intensity have on physical activity?

*What is RPE?
Questions relates to RPE:
Why did I give this activity this rating?*

	<p><i>physical activity</i></p> <p><u>Connects</u> ideas of high RPE, high intensity, anaerobic physical activity – and – moderate RPE, moderate intensity, aerobic activity</p>	<p><i>What was my body doing for this rating?</i></p> <p><i>Did the activity allow me to reach this rating?</i></p> <p><i>What were the differences between two contrasting activities/ratings?</i></p>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <p>Health Related Fitness Components</p> <ul style="list-style-type: none"> • <i>Cardiovascular Endurance</i> <ul style="list-style-type: none"> ○ <u>Definition:</u> ○ <u>Type of Activities:</u> Activities that lead to an increase in intensity, where that intensity can be maintained for a significant period of time without stopping ○ <u>Health Impact:</u> heart health, makes my heart stronger and more efficient ○ <u>Terms/Concepts:</u> ○ Aerobic - moderate, sustained physical activity that can be performed for longer period of time (go, go, go) • <i>Muscular Strength & Endurance</i> <ul style="list-style-type: none"> ○ <u>Definition:</u> ○ <u>Type of Activities:</u> Activities that require the muscles to push/pull or contract ○ <u>Health Impact:</u> ○ <u>Terms/Concepts</u> ○ Anaerobic - vigorous physical activity that can only be performed for a short period of time (go as hard as I can, rest, go as hard as I can) ○ 9 muscles groups – abdominals, biceps, triceps, 	<p><i>Students will be skilled at (DO)...</i></p> <p>Health Related Fitness Components:</p> <p><i>Knowledge and application of Cardiovascular Endurance, Muscular Strength and Endurance, and Flexibility.</i></p>

	<p><i>quadriceps, hamstrings, gastrocnemius, gluteus, deltoids, pectorals</i></p> <ul style="list-style-type: none"> • Flexibility <ul style="list-style-type: none"> ○ <i>Definition:</i> ○ <i>Type of Activities:</i> <i>Activities that cause the muscles to move through a functional range of motion</i> ○ <i>Health Impact:</i> ○ <i>Terms/Concepts:</i> <p>Intensity of physical activity</p> <ul style="list-style-type: none"> • <i>Bodily cues to determine intensity level by identifying:</i> <ul style="list-style-type: none"> ○ <i>Rate of breathing</i> ○ <i>Intensity of heart beat</i> ○ <i>Amount of sweating</i> ○ <i>Changes in color of face</i> ○ <i>Ease of talking</i> • <i>Modification of physical activity:</i> <ul style="list-style-type: none"> ○ <i>Increase Intensity:</i> <i>move my body faster and/or uses more parts of the body during activity, moving parts of body through a greater range of motion</i> ○ <i>Decrease Intensity:</i> <i>slow down the movements of the body, use less parts to perform the activity or reduce the range of motion of body parts during</i> 	<p><i>Intensity of Physical Activity:</i> <i>Bodily cues to determine intensity level by identifying.</i></p> <p><i>Modification of physical activity.</i></p>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: Net/Wall Games

Developers: Elementary Physical Education Curriculum Committee

Development Date: 2/10/16

Instructional Level: 4-5

Unit: Net/Wall Games

Stage 1 - Desired Results

ESTABLISHED GOALS

(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

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

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

S1.E22 Manipulative Volley, underhand

Volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball). (S1.E22.4)

S1.E23

Manipulative
Volley, overhead

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)

Volleys a ball using a 2-hand overhead pattern, sending it upward to a target. (S1.E23.5)

S1.E24

Manipulative
striking short implement

Strikes an object with a short handled implement while

Transfer

Students will be able to independently use their learning to...

Recognize court space, recognize where ball and opponent are located, communicate effectively, and use court space appropriately.

Meaning

UNDERSTANDINGS

Students will...

Recognizes court space – Where should I be, where should others be, where is opponent, what space is open, where should I be to increase success

Offensive Movements: First movement is toward object – square body to object, after contacting ball returns to center of court or to own position, opens up body to team mates.

Communicates for ball and to teammates

See opponent's court space – identifies open areas and adjusts shot to attack open space

Identifies relationship of open space to themselves, and uses this information to

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

Can you recognize the following on the court?

Where should I be?

Where should others be?

Where is opponent?

What space is open?

Where should I be to increase success?

What are the offensive movements I should use on the court?

What are ways I can call for the

<p>demonstrating a mature pattern. (S1.E24.4b) 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)</p> <p>S1.E25 Manipulative Striking Long implement 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) Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a) 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><i>determine using power shot or accuracy shot Power requires greater range of motion Accuracy requires reducing range of motion and aiming/following through at desired spot</i></p> <p><u><i>Sees ball and opponent's movements – recognizes how to respond based on ball and opponent</i></u></p> <p><u><i>Applies base positioning and court coverage responsibilities, and back up/assist teammates – shifting to cover space</i></u></p> <p><u><i>Uses sliding motion and maintains square position to ball</i></u></p> <p><u><i>Communicates with teammates</i></u></p>	<p><i>ball and teammates?</i></p> <p><i>What should I identify on the opponent's court?</i></p> <p><i>How do power and range of motions affect each other?</i></p> <p><i>Why is communication with teammates so important?</i></p> <p><i>What are ways I can see and respond to opponent's movement?</i></p> <p><i>How can I back up and assist teammates on the court?</i></p> <p><i>Can you maintain a square position to the ball and use a sliding motion?</i></p>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <p><u><i>Offense -</i></u> <i>Scoring~ Maintaining rally, setting up an attack, winning a point.</i></p> <p><u><i>Defense -</i></u> <i>Preventing scoring</i></p>	<p><i>Students will be skilled at (DO)...</i></p> <p><i>Offensive movements/skills (scoring)</i></p> <p><i>Defensive movement/skills (preventing a score)</i></p>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Invasion Games

Developers: Elementary Physical Education Committee | Development Date: 2/10/2015 | Instructional Level: 4-5 | Unit: Invasion Games

Stage 1 - Desired Results			
ESTABLISHED GOALS Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Throws underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a) Throws underhand to a large target with accuracy. (S1.E13.5b) Throws overhand using a mature pattern in non-dynamic environments (closed skills). (S1. E14.4a) Throws overhand to a partner or at a	Transfer <i>Students will be able to independently use their learning to...</i> <i>Perform tactical movements in small sided games, analyze game play, performs both offensive and defensive skills.</i>	Meaning UNDERSTANDINGS <i>Students will...</i> <i>Performs tactical movements in small sided, lead up and modified game play settings that are controlled, fairly closed predictable environments.</i> <i>Analyzes game play and identifies/evaluates when movement</i>	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <i>What are some tactics used in</i>

<p>target with accuracy at a reasonable distance (S1.E14.4b)</p> <p>Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1E13.5a)</p> <p>Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills). (S1.E15.4)</p> <p>Throws overhand to a large target with accuracy. (S1.E13.5b)</p> <p>Throws with accuracy, both partners moving. (S1.E15.5a)</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). (S1E16.4)</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>Dribbles in self-space with both the preferred and the non-preferred hands using a mature pattern. (S1/E17.4a)</p>	<p><i>tactics are and are not being performed</i></p> <p><i>Recognizes defender and moves away from him/her to become open - uses fakes and cuts to get open</i></p> <p><i>Recognizes teammate with the object and moves to support.</i></p> <p><i>Signals or calls for the object</i></p> <p><i>Recognizes open teammate and passes to that person leading him/her away from defense or toward goal.</i></p> <p><i>Recognizes when in position to score (close to goal without defenders between self and goal - distance to goal minimal so that scoring is probable)</i></p> <p><i>Recognizes when should pass (not in position to score and team mates are open, and you do not have a defender preventing the pass)</i></p> <p><i>Recognizes when should move/dribble (not in position to score and team mates are not open or close enough for a successful pass)</i></p> <p><i>Recognizes when team has lost possession of the ball and moves quickly to defensive position</i></p> <p><i>Marks or guards their immediate opponents - stays between him/her and the goal, remains within an arm's distance so able to move without touching opponent</i></p> <p><i>Recognizes when need to get closer to pressure the opponent - when him/her gets closer to the goal or when someone is trying to pass to him</i></p> <p><i>Defensive movements: sideways athletic stances with knees bent, ready to move (not glued to the ground): Follows ball with yes, watches opponents core movements - reaches for</i></p>	<p><i>invasion games?</i></p> <p><i>What are some ways you can get open and create space?</i></p> <p><i>How can I tell in an invasion game when the time is appropriate to pass or shoot?</i></p> <p><i>What are important parts of playing defense?</i></p> <p><i>How would you signal or call for a ball when playing offense?</i></p> <p><i>What might it look like when you are in a good position to score?</i></p> <p><i>How would you know when you are in a good position to pass?</i></p> <p><i>What are different sign and signals that you might pick up on when deciding how closely to pressure someone on defense?</i></p>
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<p>Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)</p>	<p><i>the ball in the air and moves into line with the ball to intercept or deflect.</i></p>	
<p>Combines hand dribbling with other skills during 1v1 practice tasks (S1.E17.5)</p>		Acquisition
<p>Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4)</p>	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <p>Offense Scoring</p> <ul style="list-style-type: none"> - Keeping possession of the object -Moving toward the goal, away from and through the defense <i>Transitional movements from offense to defense</i> <p>Defense - preventing a score</p> <ul style="list-style-type: none"> -Defending space and others -Defending the goal -Winning the object and transitioning to offense 	<p><i>Students will be skilled at (DO)...</i></p> <p><i>Offensive movements/skills (scoring)</i></p> <p><i>Defensive movement/skills (preventing a score)</i></p>
<p>Combines foot dribbling with other skills in 1v1 practice tasks. (S1.E18.5)</p>		
<p>Passes & receives a ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills). (S1.E19.4a)</p>		
<p>Passes with the feet using mature pattern as both partners travel (S1.E19.5a)</p>		
<p>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)</p>		
<p>Receives a pass with the foot using a mature pattern as both partners travel. (S1.E19.5b)</p>		
<p>Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4)</p>		
<p>Dribbles with hands or feet with mature</p>		

<p>patterns in a variety of small-sided game forms. (S1.E20.5)</p> <p>Kicks along the ground and in the air, and punts using mature patterns. (S1.E21.4)</p> <p>Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)</p> <p>Standard 2 The physically literate individual applies knowledge of concept, principles, strategies, and tactics related to movement and performance</p>		
<p>Stage 2 - Evidence</p> <p>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</p>		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

Middle School Curriculum



The Physical Education is an integral part of the total education of every child. Therefore, every student should have the opportunity to participate. The role of physical education is to help students develop health-related fitness, physical competence in movement activities, cognitive understanding and positive attitudes toward physical activity so that they can adopt healthy and physically active lifestyles.

Holmen Middle School Physical Education Current Program Description and Course Offerings

Middle School Physical Education Value Statement:

Physical Education classes meet every other day for the school year in all three grade levels. The units have been developed around the national standards for physical education. By the end of 8th grade students 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.

Adapted Physical Education / Specially Designed Physical Education

All students that receive specially designed physical education services as part of their Individualized Education Plan (IEP) will receive meaningful and appropriate services in the least restrictive environment. This may include one-on-one instruction, small group adapted physical education classes, or inclusion into the general physical education classes with support from a certified adapted physical education teacher. Instruction will be focused on meeting the specially designed physical education goals and objectives developed in the student's' IEP.

Course Offerings:

Year 1	Year 2	Year 3
Trimester 1 Football (Sportsmanship) Fitness/PE Games (Act. Pyr.) Tchoukball (Off/Def)	Trimester 1 Volleyball (Sportsmanship) Fitness/PE Games (Act. Pyr.) Team Handball (Off/Def)	Trimester 1 Softball (Sportsmanship) Fitness/PE Games (Act. Pyr.) Basketball (Off/Def)
Trimester 2 Badminton (Net Games) Abilities Awareness Wellness	Trimester 2 Badminton (Net Games) Cultural Awareness Wellness	Trimester 2 Badminton (Net Games) Dance (Lifetime) Wellness
Trimester 3 Outdoor Pursuits (Lifetime) La Crosse (Nutrition) Bowling/Curling (Values)	Trimester 3 Golf (Lifetime) Cricket (Nutrition) Table Tennis (Values)	Trimester 3 Rec Games (Etiquette) Soccer (Nutrition) Floor Hockey (Values)

COURSE NAME:

Developers: PE Committee

Development Date: 2015-16

Instructional Level: 6-8

Unit: Respect & Responsibility

Stage 1 - Desired Results

ESTABLISHED GOALS

(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- S4.M1 Personal responsibility
- S4.M2 Personal responsibility
- S4.M3 Accepting feedback
- S4.M4 Working with others
- S4.M5 Working with others
- S4.M6 Rules & etiquette
- S4.M7 Safety

Transfer

Students will be able to independently use their learning to... exhibit personal and social responsibility in physical activity settings.

Meaning

UNDERSTANDINGS

Students will...

- *identify personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors*
- *exhibit responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates*
- *collaborate to find opportunities for physical activity in and outside of school*
- *accept differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback*
- *demonstrate cooperation skills by establishing rules and guidelines in physical activities*
- *demonstrate personal responsibility by completing all the warm-ups*
- *demonstrate personal responsibility by using*

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- *What does personal responsibility look like in a physical activity setting?*
- *What does social responsibility look like in a physical activity setting?*
- *How can you work with others to find ways to participate in physical activity in and outside of school?*
- *How can you demonstrate acceptance of others?*
- *How does working together to establish rules and guidelines help create a positive physical activity environment?*
- *How can completing all my warm-ups demonstrate personal responsibility?*
- *How can using effective self-management skills demonstrate personal responsibility?*

	<p><i>effective self-management skills</i></p> <ul style="list-style-type: none"> • <i>demonstrate personal responsibility by participating at a socially appropriate level</i> • <i>demonstrate personal responsibility by giving my best effort during all activities</i> • <i>cooperate with classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play</i> • <i>identify the rules and etiquette for physical activities</i> • <i>demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games</i> • <i>demonstrates knowledge of rules and etiquette by following parameters to create or modify a dance</i> • <i>Demonstrates knowledge of appropriate and safe use of exercise equipment</i> • <i>makes appropriate decisions based on weather and conditions to safely participate in outdoor physical activities</i> • <i>demonstrates verbal and nonverbal positive praises and encouragements</i> • <i>provides corrective feedback to a peer, using teacher-generated guidelines for correct lifting technique</i> • <i>identify verbal and nonverbal role of a positive participant</i> 	<ul style="list-style-type: none"> • <i>How can participating at a socially appropriate level demonstrate personal responsibility?</i> • <i>How can giving my best effort demonstrate personal responsibility?</i> • <i>How does cooperating with classmates enhance problem solving?</i> • <i>Why is it important to know the rules and etiquette for physical activities?</i> • <i>How can self-officiating demonstrate knowledge of rules and etiquette?</i> • <i>How can following parameters to create a dance demonstrate knowledge of rules and etiquette?</i> • <i>How can you use physical activity and exercise equipment appropriately and safely?</i> • <i>How can weather and conditions affect safe participation in outdoor physical activities?</i> • <i>How can you demonstrate good sportsmanship?</i>
	<p>Acquisition</p> <p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Personal Responsibility, Etiquette, Safe Behaviors, Respect for Facilities</i> • <i>Social Responsibility, Inclusive Behavior</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>I can exhibit personal responsibility by using appropriate etiquette, demonstrating respect for facilities and safe behaviors</i>

	<ul style="list-style-type: none"> • <i>Self-monitoring</i> • <i>Differences in physical development, maturation and varying skill</i> • <i>Cooperation Skills and Establishing Rules and Guidelines</i> • <i>Warm-ups</i> • <i>Self-management skills</i> • <i>Socially Appropriate</i> • <i>Best Effort</i> • <i>ABCDE's of Problem Solving</i> • <i>Rules and Etiquette for physical activities</i> • <i>Self-officiating</i> • <i>Rules and Etiquette for Dance</i> • <i>Safety Guidelines for Equipment</i> • <i>Safety Guidelines for Participation in Outdoor Pursuits</i> • <i>Verbal and nonverbal praises and encouragements</i> 	<ul style="list-style-type: none"> • <i>I can exhibit responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates</i> • <i>I can demonstrate both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class</i> • <i>I can accept differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback</i> • <i>I can demonstrate cooperation skills by establishing rules and guidelines in physical activities</i> • <i>I can demonstrate personal responsibility by completing all the warm-ups</i> • <i>I can demonstrate personal responsibility by using effective self-management skills</i> • <i>I can demonstrate personal responsibility by participating at a socially appropriate level</i> • <i>I can demonstrate personal responsibility by giving my best effort during all activities</i> • <i>I can cooperate with classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play</i> • <i>I can identify the rules and etiquette for physical activities</i> • <i>I can demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games</i> • <i>I can demonstrates knowledge of rules and etiquette by following parameters to create or modify a dance</i> • <i>I can independently use physical activity</i>
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		<p><i>and exercise equipment appropriately and safely</i></p> <ul style="list-style-type: none"> <i>I can make appropriate decisions based on weather and conditions to safely participate in outdoor physical activities</i> <i>I can demonstrate verbal and nonverbal positive praises and encouragements</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
Summative	<p>PERFORMANCE TASK(S): <i>Possible examples:</i> <ul style="list-style-type: none"> <i>Daily 4 self/teacher assessment</i> <i>Journaling</i> <i>Skits</i> <i>Written Assessment</i> </p>
Formative	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <i>Peer skills assessment, review activities, discussion, questioning</i>

COURSE NAME:

Developers: PE Committee	Development Date: 2015-16	Instructional Level: 6-8	Unit: Dance
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Stage 1 - Desired Results

ESTABLISHED GOALS	<i>Transfer</i>
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<p>(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</p> <p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <ul style="list-style-type: none"> S1.M1 Dance & Rhythms 	<p><i>Students will be able to independently use their learning to... dance with rhythm and pattern</i></p>
Meaning	
<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>demonstrate correct rhythm and pattern for selected dances</i> <i>exhibit command of rhythm and timing by creating a movement sequence to music</i> 	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>How can you demonstrate rhythm and patterns when dancing?</i> <i>How can you develop a dance to music?</i>
Acquisition	
<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>how to find a beat and count beats of music</i> <i>how to follow a dance pattern</i> <i>how to write dance steps</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>I can find and count a beat to demonstrate correct rhythm to a selected dance</i> <i>I can follow a dance pattern to demonstrate a selected dance</i> <i>I can write dance steps in order to create a dance</i>
Stage 2 - Evidence	
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?	
Evaluation Criteria	
<p>Summative</p> <p>PERFORMANCE TASK(S):</p> <p><i>Possible examples:</i></p> <ul style="list-style-type: none"> <i>Written Group Dance Steps</i> 	

	<ul style="list-style-type: none"> <i>Dance Demonstration</i>
Formative	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Peer skills assessment, review activities, discussion, questioning

COURSE NAME: Offense & Defense Skills and Tactics

Developers: PE Committee	Development Date: 2015-16	Instructional Level: 6-8	Unit: Invasion Activities
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Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. <ul style="list-style-type: none"> S1.M2 Throwing S1.M3 Catching S1.M5 Passing & receiving S1.M6 Offensive skills S1.M7 Defensive skills S1.M8 Dribbling/ball control S1.M9 Dribbling/ball control S1.M11 Defensive skills Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	Transfer
	<i>Students will be able to independently use their learning to... participate in invasion activities using offensive and defensive skills and tactics.</i>
	Meaning
	UNDERSTANDINGS <i>Students will...</i> <ul style="list-style-type: none"> Overhand throw with a mature pattern Catches with a mature pattern Throws, while stationary, a leading pass to a moving receiver Throws, while moving, a leading pass to a moving receiver Performs pivots, fakes, jab steps, change speeds and direction to create open space during practice tasks ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <ul style="list-style-type: none"> What are the mechanics of an overhand throw? What are the mechanics of catching? What do you need to do to pass an object to a moving receiver? How can you move your body to create open space? What are the mechanics of dribbling while

<ul style="list-style-type: none"> • S2.M1 Creating space with movement • S2.M2 Creating space with offensive tactics • S2.M4 Reducing space by changing size & shape 	<ul style="list-style-type: none"> • <i>Performs the following offensive skills with defensive pressure: pivot, give & go, and fakes</i> • <i>Dribbles with dominant and nondominant hands using a change of speed and direction in a variety of practice tasks</i> • <i>Foot dribbles combined with passing in a variety of practice tasks</i> • <i>Traps the ball with a mature pattern</i> • <i>Performs a basketball jump shot with mature form</i> • <i>Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player</i> • <i>Changes speed and directions to create separation or positioning in a small-sided game.</i> • <i>Reduces open space on defense by staying close to the opponent</i> • <i>Stays between the goal and the opponent on defense when opponent has the ball</i> • <i>Identify the rules for soccer</i> • <i>Identify the rules for basketball</i> • <i>Identify the rules for football</i> 	<p><i>moving?</i></p> <ul style="list-style-type: none"> • <i>What are the mechanics of foot dribbling with passing?</i> • <i>What are the mechanics of trapping the ball in soccer?</i> • <i>What are the mechanics of a jump shot?</i> • <i>What are the mechanics of a defensive ready position?</i> • <i>How can you create separation or positioning in a game?</i> • <i>How can you defend an opponent?</i> • <i>What are the rules for soccer, basketball, and football.</i>
Acquisition		
<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Rotation, arm position, weight transfer, follow through</i> • <i>Hand position, track the object</i> • <i>Lead the receiver</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>I can rotate, put my arm in the correct position, transfer my weight and follow through</i> • <i>I can track the object and use correct hand positioning to catch the object</i> 	

	<ul style="list-style-type: none"> • Pivot, fake, jab step, give & go • Push ball to floor, use pads of fingers, hand stays on top of ball • Uses sides of foot, controlled force • Control ball when receiving • Jump off two, push up and through, focus on target • Weight on balls of feet, knees bent, arms extended and eyes on midsection of the offensive player • change speed, change directions, go to open space • Stays close to opponent • Defensive position between ball and goal when my opponent has the ball • Throw-in, handball, punt, corner kick, change of possession • Traveling, double dribble, fouls, jump ball • Line of scrimmage, offsides, incomplete pass, fumble, downs 	<ul style="list-style-type: none"> • I can throw the object to lead a moving receiver • I can pivot, fake, jab step, and give & go to create open space • I can keep my hand on top of the ball, using the pads of my fingers pushing the ball into the floor while dribbling • I can use the sides of foot with controlled force to foot dribble a ball • I can trap the ball in soccer to have control • I can focus on target, jump off two, push up and through to shoot a basketball • I can maintain a defensive ready position by having weight on the balls of my feet, knees bent, arms extended and eyes on the midsection of the offensive player • I can change speed, change direction, and go to open space to create separation or positioning • I can stay close to my opponent on defense • I can stay between the ball and goal when my opponent has the ball • I can identify the rules for soccer, basketball, and football
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
Summative	<p>PERFORMANCE TASK(S): <i>Students will demonstrate offensive and defensive skills and tactics for invasion activities.</i></p> <p>Possible examples:</p> <ul style="list-style-type: none"> • Throwing, catching, dribbling, trapping, and shooting skills performance assessments • Rules and tactics of the game written assessment • Game Performance Assessment Instrument (GPAI)-offense and defense tactical skills

Formative	OTHER EVIDENCE: <ul style="list-style-type: none"> Peer skills assessment, review activities, discussion, questioning
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COURSE NAME:			
Developers: PE Committee	Development Date: 2015-16	Instructional Level: 6-8	Unit: Fitness

Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer		
	<p><i>Students will be able to independently use their learning to... achieve and maintain a health enhancing level of physical activity and fitness.</i></p>		
Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.	Meaning	UNDERSTANDINGS <i>Students will...</i>	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)
<ul style="list-style-type: none"> S3.M1 Physical Activity Knowledge S3.M2 Engages in Physical Activity S3.M3 Engages in Physical Activity S3.M4 Engages in Physical Activity S3.M5 Engages in Physical Activity S3.M6 Fitness Knowledge S3.M9 Fitness Knowledge S3.M10 Fitness Knowledge S3.M11 Fitness Knowledge S3.M12 Fitness Knowledge S3.M13 Fitness Knowledge S3.M14 Fitness Knowledge 		<ul style="list-style-type: none"> <i>describe how being physically active influences mental and emotional health and lifestyle related diseases</i> <i>define the 5 components of health-related fitness</i> <i>participate in self-selected physical activity outside of physical education class</i> <i>participate in a variety of aerobic, strength, endurance and flexibility activities</i> <i>participate in a variety of lifetime, outdoor pursuits or recreational activities</i> 	<ul style="list-style-type: none"> <i>How does being physically active lead to a healthy body?</i> <i>Describe the 5 components of health-related fitness.</i> <i>What types of activities could you participate in outside of physical education class?</i> <i>What types of activities fall under aerobic, strength, endurance or flexibility categories?</i> <i>What types of activities could you</i>

<ul style="list-style-type: none"> • S3.M15 Assessment and Program Planning • S3.M16 Assessment and Program Planning • S3. M17 Nutrition 	<ul style="list-style-type: none"> • <i>participate in 60 minutes of moderate to vigorous physical activity per day</i> • <i>Identify moderate and vigorous activity</i> • <i>state 60 minutes are recommended for daily activity</i> • <i>describe and demonstrate the difference between dynamic and static stretches</i> • <i>employ a variety of appropriate stretching techniques for all major muscle groups</i> • <i>describe the role of flexibility, warm-up and cool down in injury prevention</i> • <i>differentiate between aerobic and anaerobic activities, and between muscular strength and endurance activities</i> • <i>apply the Dietary Guidelines to their daily diet</i> • <i>track and analyze their daily food intake</i> • <i>apply the components of the FITT formula for an areas of the health-related physical fitness</i> • <i>identify major muscle groups</i> • <i>identify major muscles</i> • <i>identify major muscle group used during a lift</i> • <i>develop an action plan for an area to improve on based on the results of their health-related fitness assessments</i> • <i>identify the difference between sets and repetitions.</i> • <i>identify lifts used in the wellness center</i> 	<ul style="list-style-type: none"> <i>participate in that fall under lifetime, outdoor pursuits or recreational categories?</i> • <i>Why should you participate in 60 minutes of moderate to vigorous physical activity per day?</i> • <i>What types of stretches are dynamic and static?</i> • <i>What stretches can you do for each major muscle group?</i> • <i>How can injuries be prevented with flexibility, warm-up and cool down?</i> • <i>What causes an activity to be aerobic versus anaerobic?</i> • <i>What causes an activity to be muscular strength versus endurance?</i> • <i>What are ways to apply the Dietary Guidelines to you diet?</i> • <i>What are ways to apply the components of the FITT principle to the areas of health related physical fitness?</i> • <i>Why are the muscles divided into different groups?</i> • <i>What are some reasons you need to know the major muscles?</i> • <i>Why is it important to know the major muscle group used during a lift?</i> • <i>How can your health-related fitness assessments be used to develop fitness plan?</i> • <i>What are different lifts you can use in the wellness center?</i>
Acquisition		

<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Lifestyle-related diseases, Mental & Emotional Health</i> • <i>Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, Body Composition</i> • <i>Activities are available and where can they do them</i> • <i>Activities are aerobic, strength, endurance, and flexibility</i> • <i>Activities that are lifetime, outdoor pursuits, and recreational activities</i> • <i>Moderate and vigorous heart rate zones, take their heart rate</i> • <i>Dynamic and static stretching</i> • <i>Stretches by muscle group</i> • <i>Flexibility, warm-up, cool-down</i> • <i>Aerobic, anaerobic, muscular strength, and muscular endurance activities</i> • <i>Dietary Guidelines</i> • <i>FITT formula and health-related components of fitness</i> • <i>Chest, Back, Abs, Legs, Arms, Shoulders</i> • <i>Traps, Lats, Pecs, Deltoids, Triceps, Biceps, Hamstrings, Quads, Gastrocnemius, Glutes, Abs</i> • <i>Major group used for lifts</i> • <i>Interpret fitness results, writing fitness action plans</i> • <i>Sets and repetitions</i> • <i>Weight Lifting Exercises</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>I can describe how being physically active influences my mental and emotional health and how it prevents lifestyle related diseases</i> • <i>I can define cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition</i> • <i>I can participate in physical activities outside of physical education class</i> • <i>I can participate in physical activities that are aerobic, strength, endurance, and flexibility</i> • <i>I can participate in physical activities that are lifetime, outdoor pursuit, or recreational</i> • <i>I can participate in 60 minutes of moderate to vigorous physical activity per day</i> • <i>I can describe the difference between static and dynamic stretching</i> • <i>I can stretch by specific muscle groups</i> • <i>I can describe the role of flexibility, warm-up, and cool-down in injury prevention</i> • <i>I can describe the difference between aerobic and anaerobic activities and between muscular strength and endurance activities</i> • <i>I can apply the Dietary Guidelines to my daily diet</i> • <i>I can track and analyze my daily food intake</i> • <i>I can use the FITT formula for each health-related components of fitness</i> • <i>I can identify the 6 major muscle groups</i>
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		<ul style="list-style-type: none"> • <i>I can identify the 11 muscles</i> • <i>I can identify the major muscle group for lifts</i> • <i>I can write an action plan to improve health-related component based on my fitness assessment</i> • <i>I can tell the difference between sets and repetitions</i> • <i>I can identify lifts that I use in the wellness center</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
Summative	<p>PERFORMANCE TASK(S):</p> <p><i>Possible examples:</i></p> <ul style="list-style-type: none"> • <i>Goal Setting</i> • <i>Written Assessment</i> • <i>Fitness Testing</i> • <i>Activity Tracking</i> • <i>Nutrition Tracking</i> • <i>Journaling</i> • <i>Skills Assessment-Lifting Technique</i>
Formative	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Peer skills assessment, review activities, discussion, questioning

COURSE NAME:

Developers: PE Committee	Development Date: 2015-16	Instructional Level: 6-8	Unit: Off/Def (net/wall)
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Stage 1 - Desired Results	
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.	Transfer <i>Students will be able to independently use their learning to... participate in net/wall activities using offensive and defensive skills and tactics.</i>
	Meaning

<ul style="list-style-type: none"> • S1.M12 Serving • S1.M13 Striking • S1.M14 Forehand/Backhand • S1.M16 Volley • S1.M17 Two-handed Volley <p>Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <ul style="list-style-type: none"> • S2.M7 Creating Space through Variation • S2.M8 Tactics and Shots 	<p>UNDERSTANDINGS</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • <i>underhand serve in a net/wall activity</i> • <i>underhand serve consistently at a target in a net/wall activity</i> • <i>underhand or overhand serve in a net/wall activity</i> • <i>strike with a mature clearing pattern in a net/wall activity</i> • <i>perform a mature drop shot in a net/wall activity</i> • <i>two-hand volleys with control in volleyball</i> • <i>creates open space in a net/wall game by varying force and direction</i> • <i>reduces offensive options by returning to home base and being in ready position</i> • <i>selects offensive shot based on opponent's location</i> • <i>identify the rules and etiquette for badminton</i> • <i>identify the rules and etiquette for volleyball</i> 	<p>ESSENTIAL QUESTIONS</p> <p><i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> • <i>What are the mechanics of an underhand serve in a net/wall activity?</i> • <i>What are ways to improve accuracy while underhand serving in a net/wall activity?</i> • <i>What are the mechanics of a clearing shot in a net/wall activity?</i> • <i>What are the mechanics of a drop shot in a net/wall activity?</i> • <i>What are the mechanics of a two-hand volley in a net/wall activity?</i> • <i>How can you create space on the opponent's court?</i> • <i>How can you reduce opponent's offensive options while on defense in a net/wall activity?</i> • <i>How does shot selection improve offensive options in a net/wall activity?</i> • <i>What are the rules and etiquette of badminton?</i> • <i>What are the rules and etiquette of volleyball?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Serving: opposition, contact below waist height, positioning of object before strike</i> • <i>Serving: locate target, focus on object, power, contact point</i> • <i>Clearing Shot: opposition, follow through, weight transfer, rotation</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>I can correctly position the object, serve with opposition and contact below waist height in a net/wall activity</i> • <i>I can locate target, focus on object and consistently contacting the object with correct force</i> • <i>I can perform a clearing shot with</i>

	<ul style="list-style-type: none"> • <i>Drop Shot: firm wrist, little or no follow through</i> • <i>Forearm Pass: shrug shoulders, thumbs pointed towards floor, level platform</i> • <i>Overhead Pass: contact by forehead, hands on the outside of the ball, arms extension, no follow through</i> • <i>Contact points, force, when to follow through, knowing where opponent is on the court</i> • <i>Home base and ready position</i> • <i>Shot selections and when to use them</i> • <i>Boundaries, number of hits per side, legal serves, violation, safety</i> 	<ul style="list-style-type: none"> <i>opposition, rotation, weight transfer, and follow through</i> • <i>I can perform a drop shot with a firm wrist and little to no follow through</i> • <i>I can perform a forearm pass having a level platform with thumbs pointing down and shrugging my shoulders</i> • <i>I can perform an overhead pass by contacting the ball by my forehead, hands on the outside of the ball, arms extending and no follow through</i> • <i>I can create open space by knowing where my opponent is, using different contact points, force, and when to follow through</i> • <i>I can get back to home base in a ready position</i> • <i>I can make a shot selection based on my opponent's location to create an advantage</i> • <i>I can identify rules and etiquette for badminton and volleyball</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
Summative	<p>PERFORMANCE TASK(S):</p> <p><i>Possible examples:</i></p> <ul style="list-style-type: none"> • <i>Skills performance assessments</i> • <i>Rules and tactics of the game written assessment</i>
Formative	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • <i>Peer skills assessment, review activities, discussion, questioning</i>

COURSE NAME:

Developers: PE Committee

Development Date: 2015-16

Instructional Level: 6-8

Unit: Values

Stage 1 - Desired Results

ESTABLISHED GOALS

(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- S5.M1 Health
- S5.M2 Health
- S5.M3 Challenge
- S5.M4 Self-expression & enjoyment
- S5.M5 Self-expression & enjoyment
- S5.M6 Social interaction

Transfer

Students will be able to independently use their learning to... value physical activity.

Meaning

UNDERSTANDINGS

Students will...

- *track their physical activity and identify the reason why they participated in that physical activity*
- *identify physical activity interests and the reasons why they participate in them*
- *analyze the reasons they value physical activity based on their physical activity logs*

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- *Why do you value physical activity?*

Acquisition

Students will KNOW... (Including Tier II and Tier III vocabulary)

- *the connection between fitness and overall physical health*

Students will be skilled at (DO)...

- *I can track my physical activity and identify the reason why I*

	<ul style="list-style-type: none"> <i>how challenge and physical activity are related</i> <i>how moving competently in a physical activity setting creates enjoyment</i> <i>why self-selected physical activities create enjoyment</i> <i>how self-expression and physical activity are related</i> <i>how social interaction and physical activity are related</i> 	<p><i>participated in that physical activity</i></p> <ul style="list-style-type: none"> <i>I can identify physical activity interests and the reasons why I participate in them</i> <i>I can analyze the reasons I value physical activity based on my physical activity logs</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
Summative	<p>PERFORMANCE TASK(S):</p> <p><i>Possible examples:</i></p> <ul style="list-style-type: none"> <i>Written assessment</i> <i>Activity Tracking</i>
Formative	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <i>Peer skills assessment, review activities, discussion, questioning</i>

High School Curriculum



The High School Physical Education Curriculum is committed to empowering all students to lead healthy and active lives through effective physical education programs. The students will have many opportunities to learn about the skills necessary to participate in various types of physical activities, learn the benefits of involvement in various types of physical activities, and value physical activity as it contributes to a healthful lifestyle. They will be provided with experiences to help them develop into a lifelong, physically literate person.

Holmen High School Physical Education Current Program Description and Course Offerings

Value Statement:

- We strive to provide an education geared towards becoming a lifelong mover
- We recognize the importance of enjoyment in physical activity adherence
- We strive to establish a caring, supportive and nonthreatening atmosphere in which every student is challenged and successful.
- We embrace the connection between fitness, health, and happiness.
- We value social and communication skills in life and physical activities.
- We aim to provide students with disabilities a learning environment that is modified, when necessary, to allow for maximum participation.

Adapted Physical Education / Specially Designed Physical Education:

All students that receive specially designed physical education services as part of their Individualized Education Plan (IEP) will receive meaningful and appropriate services in the least restrictive environment. This may include one-on-one instruction, small group adapted physical education classes, or inclusion into the general physical education classes with support from a certified adapted physical education teacher. Instruction will be focused on meeting the specially designed physical education goals and objectives developed in the student's IEP.

Course Offerings:

Grade 9:

Credit: 1.0

Prerequisite: None

Required Course for Graduation

Freshmen may take any combination of 2 terms EXCEPT Terms 1 & 4 and Terms 2 & 3.

All 9th graders at Holmen High School will be exposed to a variety of physical activities in brief segments to introduce avenues for movement and spark curiosity for further learning. The knowledge and skills acquired in class make students competent in a variety of activities and leave a basis to determine which activities the student's value and want to work towards proficiency and mastery.

Grade 10: Totally Fit Wellness

Credit: .5

Prerequisite: 2 terms of Physical Education 9.

Required Course for Graduation

A Total of 3 terms of physical education 10-12 are required for graduation. This class will count as 1 term to the student's overall physical education credits.

This sophomore level physical education course is based upon building a foundation for lifelong fitness, and building on fundamental movement patterns. Students will explore a variety of fitness activities and exercises, as well as testing fitness levels. Students will learn about the 5 components of health-related fitness and how to incorporate them to their lives.

Grade 10-12:

Credit: 1.5 A minimum of three terms of PE 10-12 is required after the freshman year.
Prerequisite: 2 terms of Physical Education 9. Specific courses may have alternative requirements.

Required Course for Graduation

A Total of 3 terms of physical education 10-12 are required for graduation.

The upper level physical education courses are based upon the foundation for engaging students in physical activity during a lifetime. Students in these classes will work towards proficiency and mastery of the knowledge and skills related to the activity, but will also focus on developing fitness, being supportive and safe, discovering intrinsic value, and learning to enjoy physical activity for adhesion. A chart of our course offerings for PE 10-12 is listed below.

Course Offerings
<ul style="list-style-type: none">● Indoor PE 9● Outdoor PE 9● Teaching Responsibility And Incorporating Lifelong Skills (T.R.A.I.L.S.)● Adventure Education● Lifelong Activities● Outdoor Pursuits● Outdoor Recreation & Leisure Games● Rock Climbing● Weight Training● Wellness PE● PE 10: Totally Fit Wellness● Invasion Games● Outdoor Invasion Games● Striking & Fielding Games● Target Games● Net/Wall Games● Adapted Physical Education● Individualized Specially Designed Physical Education (IEP based)



COURSE NAME: PE 9 Indoor

Developers: PE committee

Development Date: 2015-16

Instructional Level: 9

Unit: Adventure

Stage 1 - Desired Results

ESTABLISHED GOALS

(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

- 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).²⁴ (S1.H1.L1)

Transfer

Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)

Meaning

UNDERSTANDINGS

Students will...

- Understand the importance of performing a two person spotting technique correctly.
- Understand the importance of performing a team belay correctly.
- Understand the importance of performing an Australian belay correctly.
- Understand the importance of performing belay safety checks.
- Understand the importance of utilizing climbing communication.

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- When is spotting necessary during adventure activities?
- What are the important technique cues that will ensure correct spotting technique?
- How does a team belay work on the high ropes course?
- How does an Australian belay work?
- What is the number one cause of accidents on ropes course and climbing wall activities?
- What is the BARK safety check method?
- Why do we utilize a climbing communication system?

	Acquisition
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Know the key techniques utilized in performing a two person spot.</i> • <i>Know the key techniques used in performing a team belay.</i> • <i>Know how to correctly hook into a team belay system.</i> • <i>Know the key techniques used in performing an Australian belay.</i> • <i>Know how to correctly hook into an Australian belay system.</i> • <i>Know the climbing communication system used in the School District of Holmen.</i> <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Students will be able to perform a two person spot with correct technique on the traverse wall or during low elements that require spotting. (spoons, correct stance, proximity, lowering)</i> • <i>Students will be able to correctly perform a team belay (eyes on climber, break hands on rope, correct hook ins, taking in slack, giving slack, and lowering)</i> • <i>Students will be able to correctly perform an Australian Belay (eyes on climber, correct stance, correct hook ins, taking in slack, giving slack, and lowering)</i> • <i>Students will be able to perform the climbing communication system during appropriate times during climbing activities, and spotted activities.</i>

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
<ul style="list-style-type: none"> • 5 Finger Contract 	<p>PERFORMANCE TASK(S):</p> <ol style="list-style-type: none"> 1. Low Elements <ol style="list-style-type: none"> a. Spider Web b. The Cube 2. High Elements: Climbing Wall
	<p>OTHER EVIDENCE:</p>

COURSE NAME: PE 9 Indoor

Developers: PE committee	Development Date: 2015-16	Instructional Level: 9	Unit: Adventure
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Stage 1 - Desired Results

ESTABLISHED GOALS <i>(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</i>	Transfer	
	<i>Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</i>	
	Meaning	
<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> • <i>Understand the terminology used during the communication stage of the adventure unit (communication, listening, hearing, body language, non-verbal communication, tone, volume)</i> • <i>Understand the terminology used during the problem solving stage of the adventure unit (ABCDE'S of problem solving: Ask, Brainstorm, Choose, Do, Evaluate)</i> • <i>Understand the terminology used during the trust stage of the adventure unit (Trust, Trustworthiness)</i> 	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> • <i>What are the various forms of communication used when interacting with others?</i> • <i>What types of communication can be misinterpreted and how does someone prevent the misinterpretation?</i> • <i>How is communication important to working with others during the adventure unit, during class, at home, in sports, as school, and in the workplace?</i> • <i>What are the ABCDE's of problem solving?</i> • <i>Why is utilizing the a problem solving process such as the ABCDE's important when solving a problem?</i> 	

	<ul style="list-style-type: none"> <i>Understand the terminology used during low elements (spotting contract, climbing communication).</i> <i>Understand the terminology used during high element participation (belay contract, belay communication, safety checks, and equipment)</i> 	<ul style="list-style-type: none"> <i>Where, other than in physical education, could you, or do you utilize a problem solving process?</i> <i>What is trust?</i> <i>What does it mean to be a trustworthy person?</i> <i>What does it mean to test someone's trust?</i> <i>When someone doesn't display characteristics of a trustworthy person what does that do to their relationships with others (at home, at school, in the workplace, in sports)?</i> <i>Why is it important to utilize a verbal contract when spotting or belaying?</i> <i>How does the climbing and spotting contract go?</i> <i>What is the equipment used during high element participation?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>Know the terminology used during the communication stage of the adventure unit (communication, listening, hearing, body language, non-verbal communication, tone, volume)</i> <i>Know the terminology used during the problem solving stage of the adventure unit (ABCDE'S of problem solving: Ask, Brainstorm, Choose, Do, Evaluate)</i> <i>Know the terminology used during the trust stage of the adventure unit (Trust, Trustworthiness)</i> <i>Know the terminology used during</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Students will be able to explain the terminology used during the communication stage of the adventure unit (communication, listening, hearing, body language, non-verbal communication, tone, volume) when processing communication activities.</i> <i>Students will be able to identify used of the ABCDE'S of problem solving during problem solving activities.</i> <i>Students will be able to identify trustworthy behaviors and trust testing behaviors during adventure activities.</i> <i>Students will be able to use the correct terminology during low elements (spotting contract, climbing communication).</i> <i>Students will be able to use the</i>

	<ul style="list-style-type: none"> • <i>low elements (spotting contract, climbing communication).</i> • <i>Know the terminology used during high element participation (belay contract, belay communication, safety checks, and equipment)</i> 	<i>correct terminology during high element participation (belay contract, belay communication, safety checks, and equipment)</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
• 5 Finger Contract	<p>PERFORMANCE TASK(S):</p> <ol style="list-style-type: none"> 1. Communication <ol style="list-style-type: none"> a. Lead a brief discussion on communication b. The Keys to communication c. Interference d. Knot on the phone 2. Problem Solving <ol style="list-style-type: none"> a. Dream Catcher P. 106 JTCC b. 60 – Second Speeches c. Under the Fence 3. Trust <ol style="list-style-type: none"> a. Spotting b. Willow in the Wind with Levitation c. Mouse Traps with Mine Fields d. Caterpillar Pass e. Cookie Machine f. Levitation 	
	OTHER EVIDENCE:	

COURSE NAME: PE 9 Indoor

Developers: PE committee

Development Date: 2015-16

Instructional Level: 9

Unit: Adventure

Stage 1 - Desired Results

ESTABLISHED GOALS

(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

- Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)
- Uses communication skills and strategies that promote team/ group dynamics.⁵⁰ (S4.H3.L1)
- Solves problems and thinks critically in physical activity and/ or dance settings, both as an individual and in groups. (S4.H4.L1)
- 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)

Transfer

Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)

Meaning

UNDERSTANDINGS

Students will...

- Understand why using P.E.E.P. is important during adventure activities (Personal, Environmental, Emotional, and Physical Safety)
- Understand the Challenge by Choice philosophy.
- Understand the key components of effective communication.
- Understand the ABCDE problem solving process (Ask, Brainstorm, Choose, Do, Evaluate).
- Understand the safety protocols for spotting during low element participation.
- Understand the safety protocols for belaying using a team belay.
- Understand the safety protocols for belaying using an Australian belay.

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- What does PEEP stand for?
- Why is using PEEP during adventure activities important?
- Explain Challenge by Choice and the positive and negative impact that it can have on student participation?
- What are key components to effective communication?
- Why is utilizing the ABCDE's of problem solving important?
- How do you perform safety checks before climbing wall, and low and high element participation.
- What are some of the safety concerns with participation in

		<p><i>climbing activities?</i></p> <ul style="list-style-type: none"> • <i>How do you protect physical, emotional, environmental, and personal safety during communication activities?</i> • <i>How do you protect physical, emotional, environmental, and personal safety during problem solving activities?</i> • <i>How do you protect physical, emotional, environmental, and personal safety during trust activities?</i> • <i>How do you protect physical, emotional, environmental, and personal safety when spotting?</i> • <i>How do you protect physical, emotional, environmental, and personal safety when belaying?</i>
Acquisition		
<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Know why using P.E.E.P. is important during adventure activities (Personal, Environmental, Emotional, and Physical Safety) and how it is used during all stages of adventure.</i> • <i>Know the meaning of the Challenge by Choice philosophy.</i> • <i>Know the key components of effective communication.</i> • <i>Know the ABCDE problem solving process (Ask, Brainstorm, Choose, Do, Evaluate).</i> • <i>Know the safety protocols for spotting during low element participation.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Protect the Personal, Environmental, Emotional, and Physical Safety of themselves and other students and staff during adventure activities.</i> • <i>Utilize the Challenge by Choice philosophy appropriately during adventure activities.</i> • <i>Respect others “challenge” choices through positive peer interactions.</i> • <i>Utilize the key components of effective communication during communication activities and during adventure activities.</i> 	

	<ul style="list-style-type: none"> <i>Know the safety protocols for belaying using a team belay.</i> <i>Know the safety protocols for belaying using an Australian belay.</i> 	<ul style="list-style-type: none"> <i>Utilize the ABCDE problem solving process (Ask, Brainstorm, Choose, Do, Evaluate).</i> <i>Follow the safety protocols for spotting during low element participation.</i> <i>Follow the safety protocols for belaying using a team belay.</i> <i>Follow the safety protocols for belaying using an Australian belay.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
<ul style="list-style-type: none"> • 5 Finger Contract 	PERFORMANCE TASK(S): <ol style="list-style-type: none"> 1. Name Games/ Icebreakers <ol style="list-style-type: none"> a. Five Finger Contract b. Social Mixer (Cocktail Party) c. Toilet Paper Game d. See ya' e. Quail Shooter's Delight (Silver Bullets p. 63) f. Hoop Relay (Silver Bullets p. 62) g. Ah-SO h. Whizz-Bang
	OTHER EVIDENCE:

COURSE NAME: PE 9 Indoor

Developers: PE committee

Development Date: 2015-16

Instructional Level: 9

Unit: Adventure

Stage 1 - Desired Results

ESTABLISHED GOALS

(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

- Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.51
(S5.H2.L2)

Transfer

Students will be able to recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction. (Standard 5)

Meaning

UNDERSTANDINGS

Students will...

- *Understand appropriate use of the challenge by choice philosophy.*

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- *What are some reasons that people have different levels of comfort when participating in adventure activities?*
- *How can we support others with different comforts levels during adventure activities?*
- *What is the difference between challenge by choice and choosing to not participate in class?*

Acquisition

Students will KNOW... (Including Tier II and Tier III vocabulary)

- *Students will know how and when to utilize challenge by choice.*

Students will be skilled at (DO)...

- *Students will implement challenge by choice when they feel emotionally, or personally nervous about the activities.*

	<ul style="list-style-type: none"> <i>Students will know how to choose their appropriate level of challenge.</i> <i>Students will know how to support others challenge choices.</i> 	<ul style="list-style-type: none"> <i>Students will find appropriate levels of participation that are within their comfort level.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
• 5 Finger Contract	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 9 Outdoor			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 9	Unit: Target Games: Archery, Kubb, KanJam, Disc Golf, Bocce Ball, Croquet, Disc Bonk, Spikeball

Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer
• Demonstrates competency and/or refines activity-	<i>Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)</i>

Meaning	
UNDERSTANDINGS <i>Students will...</i>	ESSENTIAL QUESTIONS (<i>What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?</i>)
<ul style="list-style-type: none"> • <i>Understand what constitutes an appropriate stance during selected target activities.</i> • <i>Understand how to approach their target during selected target activities.</i> • <i>Understand how to align themselves to their target during selected target activities.</i> • <i>Understand what appropriate technique / mechanics look like during selected target activities.</i> • <i>Understand how to release object towards the activity-specific target.</i> • <i>Understand how to perform an appropriate follow through during selected target activities.</i> 	<ul style="list-style-type: none"> • <i>Why is it important to have an appropriate stance during selected target activities?</i> • <i>What should an approach look like during selected target activities?</i> • <i>What is the importance of proper target alignment when performing selected target activities?</i> • <i>What do appropriate technique / mechanics look like during selected target activities?</i> • <i>How does the mechanics of the release affect the outcome of the attempt in a target specific activity?</i> • <i>How does the mechanics of the follow through affect the result of the target activities?</i>
Acquisition	
<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i> <ul style="list-style-type: none"> • <i>Know the appropriate stance during selected target activities.</i> • <i>Know how to approach their</i> 	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> • <i>Be able to demonstrate an appropriate stance during selected target activities.</i> • <i>Be able to appropriately</i>

	<p><i>target during selected target activities.</i></p> <ul style="list-style-type: none"> • <i>Know how to align themselves to their target during selected target activities.</i> • <i>Know what appropriate technique / mechanics look like during selected target activities.</i> • <i>Know how to release object towards the activity- specific target.</i> • <i>Know how to perform an appropriate follow through during selected target activities.</i> 	<ul style="list-style-type: none"> • <i>approach their target during selected target activities.</i> • <i>Be able to properly align themselves to their target during selected target activities.</i> • <i>Be able to demonstrate appropriate technique / mechanics during selected target activities.</i> • <i>Be able to appropriately release an object towards the activity- specific target.</i> • <i>Be able to perform an appropriate follow through during selected target activities.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 9 Outdoor

Developers: PE committee	Development Date: 2015-16	Instructional Level: 9	Unit: Target Games Archery, Kubb, KanJam, Frisbee Golf, Bocce Ball, Croquet, Disc
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			<i>Bonk, Spikeball</i>
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Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer		
	<i>Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</i>		
UNDERSTANDINGS <i>Students will...</i>	Meaning	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i>	
<ul style="list-style-type: none"> • 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). • 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). • Creates a practice plan to improve performance for a self-selected skill (S2.H2.L1). 	<ul style="list-style-type: none"> • Understand the terminology associated with the equipment, rules, and regulations for a variety of target games. • Understand the strategies and tactics needed to be successful in a variety of team and individual target games. • Understand how to use force, motion, and rotation while throwing, hitting, or shooting objects at a target. • Understand how environmental factors play a role in the movement concepts of the objectives being thrown, hit, or shot. • Understand how to identify areas for improvement and understand how to make a practice plan to improve performance. 	<ul style="list-style-type: none"> • What terms are associated with equipment, rules, and regulations utilized in a variety of target games? • What strategies and tactics are needed to create success during each shot/attempt during target games? • How much force, motion, and rotation is needed while throwing, hitting, or shooting an object at a target in order to increase your chance for success? • How does the environment affect the strategy and motions associated with each shot / attempt during a target activity? • How do you identify areas for improvement and create an associated practice plan in order to improve performance? 	

Acquisition	
<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • The terminology associated with targets games characterized by: equipment, rules, field/court dimensions and markings, safety regulations. • The different strategies and tactics of a variety of target games characterized by: knowing the game play situations, what options are available, and being able to pick the best strategy for each situation. • That changing force, motion, and rotation while throwing, striking, and shooting objects will affect the outcome of the attempt. Also, they will know when and how to use these movement concepts effectively during different target game situations. • That environmental factors play a role in the movement concepts while throwing, striking, and shooting objectives, and will be able to identify these factors and use the movement concepts in their favor. • How to identify areas for improvement and understand how to make a practice plan to improve performance. 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using correct terminology associated with target games, as it relates to equipment, rules, field/court dimensions/markings, and safety regulations. • Utilizing various strategies and tactics specific to a variety of target games as determined by: knowing game play situations, available options, and picking the best strategies available. • Adjusting their force, motion, and rotations used while throwing, striking, and shooting objects towards a target, in order to positively affect the outcome. • Adjusting movement concepts associated with throwing, striking, and shooting to compensate for a variety of environmental factors, in order to increase chances for success. • Recognizing individual areas for needed improvement, and developing an appropriate practice plan to improve performance.

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):

OTHER EVIDENCE:

COURSE NAME: PE 9 Outdoor

Developers: PE committee

Development Date: 2015-16

Instructional Level: 9

Unit: Target Games
Archery, Kubb, KanJam, Frisbee Golf, Bocce Ball, Croquet, Disc Bonk, Spikeball

Stage 1 - Desired Results

ESTABLISHED GOALS

(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

- Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)
- Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)
- Uses communication skills and strategies that promote team/group dynamics. (S4.H3.L1)
- 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)

Transfer

Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)

Meaning

UNDERSTANDINGS
Students will...

- recognize effective self-management skills while participating in striking & fielding games.
- understand responsible personal and social behavior while participating in striking & fielding games.
- understand how to use communication effectively to help promote team success and dynamics.
- have knowledge of proper etiquette, respect for others and teamwork

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- What does self-management mean?
- What does responsible behavior look like during striking & fielding games?
- How and when do you use communication skills during a striking & fielding game?
- Why is it important to use proper etiquette, and respect for others during striking & fielding games?
- How do you participate safely during

	<p><i>while participating in striking & fielding games.</i></p> <ul style="list-style-type: none"> <i>comprehend best practices for participating safely during striking & fielding games.</i> 	<p><i>striking & fielding games?</i></p>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>Effective self-management skills and strategies categorized by: sportsmanship, conflict resolution strategies, and awareness of abilities.</i> <i>Responsible personal and social behavior categorized by: understanding of class expectations.</i> <i>When to use communication strategies.</i> <i>Proper etiquette, respect for others, and teamwork, categorized by: understanding school-wide PBIS policies and procedures.</i> <i>Best practices for participating safely categorized by: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, and sun protection.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Effective self-management skills categorized by: resolving conflicts with others, helping others be successful, and competing appropriately.</i> <i>Responsible personal and social behavior categorized by: showing up on time, being prepared, staying on-task, and having a positive attitude.</i> <i>Communicate effectively during striking & fielding game play situations.</i> <i>Respecting others and teamwork skills categorized by: listening to teammates, using appropriate communication, and offering and accepting constructive criticism.</i> <i>Participating safely categorized by: proper technique, performing warm-ups, spatial awareness, wearing appropriate clothing, and using equipment properly.</i>

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
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	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 9 Outdoor

Developers: PE committee	Development Date: 2015-16	Instructional Level: 9	Unit: Target Games Archery, Kubb, KanJam, Frisbee Golf, Bocce Ball, Croquet, Spike Ball, Disc Bonk, Spikeball
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Stage 1 - Desired Results			
ESTABLISHED GOALS <i>(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</i>	Transfer		
	<i>Students will be able to recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction. (Standard 5)</i>		
	Meaning		
	UNDERSTANDINGS <i>Students will...</i>	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i>	
Acquisition			

	<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i>	<i>Students will be skilled at (DO)...</i>
Stage 2 - Evidence		
	How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?	
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: PE 9 Outdoor			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 9	Unit: Invasion - Soccer, Gatorball, Lacrosse, Ultimate Frisbee, Rugby, Flag Football, Flickerball

Stage 1 - Desired Results	
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer
	<i>Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</i>
	Meaning

<p>net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)</p> <ul style="list-style-type: none"> • 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) • Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1) 	<p>UNDERSTANDINGS Students will...</p> <ul style="list-style-type: none"> • have offensive knowledge about on/off-ball skills related to maintaining possession, attacking the goal, creating space, and using space in attack. • have defensive knowledge about on/off-ball skills related to defending space, defending the goal, and winning the ball. • Identify areas for improvement in relation to offensive and defensive knowledge during invasion games. 	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <p>Example Questions:</p> <ul style="list-style-type: none"> • What does your team need to be able to do to be successful on offense and defense? • How do you use on-ball and off-ball movements to be successful on offense and defense? • When are specific on-ball and off-ball movements appropriate on offense and defense? • Where do players position themselves for on and off-ball movements on offense and defense? • Which offensive or defensive strategies optimize performance in specific game play situations?
Acquisition		
	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> • How to maintain possession categorized by: controlling the ball, supporting the person with the ball, passing and receiving. • How to attack the goal categorized by: using a target player, shielding, turning, and shooting, passing patterns, feeding the cutter, rolling, dodging, and using angles. • How to create space categorized by: overlapping runs, crossing plays, triangle shape and attack, cutting and replacing, picks, v-cuts, changing directions and speeds. 	<p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> • Maintaining possession categorized by: controlling the ball, supporting the person with the ball, passing and receiving. • Attack the goal categorized by: using a target player, shielding, turning, and shooting, passing patterns, feeding the cutter, rolling, dodging, and using angles. • Creating space categorized by: overlapping runs, crossing plays, triangle shape and attack, cutting and replacing, picks, v-cuts, changing directions and speeds.

- changing directions and speeds.*
- *How to use space while attacking categorized by: timing, shielding, width, depth, driving, and drawing defenders away from spaces.*
 - *How to defend space categorized by: marking, pressuring, preventing, covering, recovering, and clearing.*
 - *How to defend to goal (goalie specific) categorized by: positioning, distributing, communication, and techniques of picking up loose object.*
 - *How to win the ball categorized by: blocking the pass or student, stealing, and double teaming.*
 - *How to identify areas of improvement in relation to offense and defense categorized by.*
- *Using space while attacking categorized by: timing, shielding, width, depth, driving, and drawing defenders away from spaces.*
 - *Defending space categorized by: marking, pressuring, preventing, covering, recovering, and clearing.*
 - *Defending to goal (goalie specific) categorized by: positioning, distributing, communication, and techniques of picking up loose object.*
 - *Winning the ball categorized by: blocking the pass or student, stealing, and double teaming.*
 - *Identifying areas of improvement in relation to offense and defense categorized by.*

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
Game Performance Assessment Instrument (GPAI)	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 9 Indoor

Developers: PE committee	Development Date: 2015-16	Instructional Level: 9	Unit: Invasion-Soccer, Gatorball, Lacrosse, Ultimate Frisbee, Rugby, Flag Football
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Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer		
	<i>Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)</i>		
	Meaning		
UNDERSTANDINGS <i>Students will...</i>		ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)	
	<ul style="list-style-type: none"> • <i>recognize effective self-management skills while participating in invasion games.</i> • <i>understand responsible personal and social behavior while participating in invasion games.</i> • <i>have knowledge of proper etiquette, respect for others and teamwork while participating in invasion games.</i> • <i>comprehend best practices for participating safely during invasion games.</i> 	<ul style="list-style-type: none"> • <i>What does self-management mean?</i> • <i>What does responsible behavior look like during invasion games?</i> • <i>Why is it important to use proper etiquette, and respect for others during invasion games?</i> • <i>How do you participate safely during invasion games?</i> 	Acquisition
	<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i>	<i>Students will be skilled at (DO)...</i>	
	<ul style="list-style-type: none"> • <i>Effective self-management skills and strategies categorized by: sportsmanship, conflict resolution strategies, and awareness of abilities.</i> 	<ul style="list-style-type: none"> • <i>Effective self-management skills categorized by: resolving conflicts with others, helping others be successful, and competing appropriately.</i> • <i>Responsible personal and social</i> 	

	<ul style="list-style-type: none"> <i>Responsible personal and social behavior categorized by: understanding of class expectations.</i> <i>Proper etiquette, respect for others, and teamwork, categorized by: understanding school-wide PBIS policies and procedures.</i> <i>Best practices for participating safely categorized by: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, and sun protection.</i> 	<p><i>behavior categorized by: showing up on time, being prepared, staying on-task, and having a positive attitude.</i></p> <ul style="list-style-type: none"> <i>Respecting others and teamwork skills categorized by: listening to teammates, using appropriate communication, and offering and accepting constructive criticism.</i> <i>Participating safely categorized by: proper technique, performing warm-ups, spatial awareness, wearing appropriate clothing, and using equipment properly.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 9 Outdoor

Developers: PE committee	Development Date: 2015-16	Instructional Level: 9	Unit: Striking & Fielding: Softball, Wiffleball, Kickball, Cricket
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Stage 1 - Desired Results

<p>ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</p> <ul style="list-style-type: none"> • 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) • 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) • Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1) 	<p>Transfer</p> <p><i>Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</i></p> <p>Meaning</p> <p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> • Understand the terminology associated with rules, positioning, and strategies of slow pitch softball. • Understand the offensive tactics of softball. • Understand the defensive tactics of softball. • Understand how to analyze hitting, fielding, throwing, pitching, and base running techniques by using movement concepts and principles to improve overall performance. • Understand how to identify areas for improvement and understand how to make a practice plan to improve performance. <p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> • What are the rules that you need to know to be able to understand the flow of the softball game while participating? • How do you utilize positioning while you are on defense to help your team be successful? • What are some basic offensive tactics that will help the offensive team to improve their overall success? • How can using various defensive tactics improve the defensive team's overall success in various game situations? • What are the essential movement concepts and principles needed when hitting? • What are the essential movement concepts and principles needed when throwing? • What are the essential movement concepts and principles needed when underhand pitching? • What are the essential movement concepts and principles needed
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		<ul style="list-style-type: none"> <i>when base running?</i> <i>How are movement concepts and principles used to analyses areas of improvement, and how can the analysis assist with creating a practice plan to improve overall performance?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>The rules of softball characterized by: fielding rules, batting rules, and base running rules.</i> <i>How to use batting tactics characterized by: where to hit the ball based on defensive alignment, where to hit the ball to advance the runner, and how to hit the ball specifically.</i> <i>How to use base running characterized by: running through first, determining what to do before the pitch, rounding bases, when to tag up, and knowing what to do depending on what base you are on and the game situation (outs, other base runners, etc.).</i> <i>How to use fielding decision making characterized by: where to throw the ball during different situations, communicating (number of outs, and situations on where to throw).</i> <i>How to use fielding skills characterized by: defending space in the outfield (positioning, line drives, fly balls, ground balls) and throwing accurately to the correct location.</i> <i>How to analyze hitting, fielding, throwing, pitching, and base running techniques by using movement concepts and principles to improve overall performance.</i> <i>How to identify areas for improvement and</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Use correct terminology during game play, practice, planning, and discussions.</i> <i>Students will utilize offensive tactics during appropriate times during game play (running through first, rounding bases, tagging-up, hitting to various areas of the field, knowing where to run based on game situations)</i> <i>Students will utilize defensive tactics during appropriate times during game play (fielding techniques, throwing techniques, positioning, shifting, throwing to appropriate places, situational tactics)</i> <i>Students will analyze a peer's batting technique and create a practice plan to improve their performance.</i> <i>Student will create a practice plan to improve situational understanding and performance on defense.</i>

	<i>understand how to make a practice plan to improve performance.</i>	
Stage 2 - Evidence How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: PE 9 Indoor			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 9	Unit: Striking & Fielding: Softball, Wiffleball, Kickball, Cricket
Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) <ul style="list-style-type: none">• Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately,	Transfer		
	<i>Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)</i>		
			Meaning

<ul style="list-style-type: none"> as needed. (S4.H1.L1) Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1) Uses communication skills and strategies that promote team/group dynamics. (S4.H3.L1) 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) 	<p>UNDERSTANDINGS</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <i>recognize effective self-management skills while participating in striking & fielding games.</i> <i>understand responsible personal and social behavior while participating in striking & fielding games.</i> <i>understand how to use communication effectively to help promote team success and dynamics.</i> <i>have knowledge of proper etiquette, respect for others and teamwork while participating in striking & fielding games.</i> <i>comprehend best practices for participating safely during striking & fielding games.</i> 	<p>ESSENTIAL QUESTIONS</p> <p><i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>What does self-management mean?</i> <i>What does responsible behavior look like during striking & fielding games?</i> <i>How and when do you use communication skills during a striking & fielding game?</i> <i>Why is it important to use proper etiquette, and respect for others during striking & fielding games?</i> <i>How do you participate safely during striking & fielding games?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>Effective self-management skills and strategies categorized by: sportsmanship, conflict resolution strategies, and awareness of abilities.</i> <i>Responsible personal and social behavior categorized by: understanding of class expectations.</i> <i>When to use communication strategies.</i> <i>Proper etiquette, respect for others, and teamwork, categorized by: understanding school-wide PBIS policies and procedures.</i> <i>Best practices for participating safely</i> <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Effective self-management skills categorized by: resolving conflicts with others, helping others be successful, and competing appropriately.</i> <i>Responsible personal and social behavior categorized by: showing up on time, being prepared, staying on-task, and having a positive attitude.</i> <i>Communicate effectively during striking & fielding game play situations.</i> <i>Respecting others and teamwork skills categorized by: listening to teammates, using appropriate communication, and offering and accepting constructive criticism.</i> 	

	<p><i>categorized by: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, and sun protection.</i></p>	<ul style="list-style-type: none"> • <i>Participating safely categorized by: proper technique, performing warm-ups, spatial awareness, wearing appropriate clothing, and using equipment properly.</i>
Stage 2 - Evidence		
	How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?	
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: PE 9 Indoor			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 9	Unit: Adventure

Stage 1 - Desired Results	
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer
<ul style="list-style-type: none"> Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual- 	<i>Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)</i>
	Meaning

<p>performance activities, aquatics, net/wall games or target games).²⁴ (S1.H1.L1)</p>	<p>UNDERSTANDINGS Students will...</p> <ul style="list-style-type: none"> • Understand the importance of performing a two person spotting technique correctly. • Understand the importance of performing a team belay correctly. • Understand the importance of performing an Australian belay correctly. • Understand the importance of performing belay safety checks. • Understand the importance of utilizing climbing communication. 	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> • When is spotting necessary during adventure activities? • What are the important technique cues that will ensure correct spotting technique? • How does a team belay work on the high ropes course? • How does an Australian belay work? • What is the number one cause of accidents on ropes course and climbing wall activities? • What is the BARK safety check method? • Why do we utilize a climbing communication system?
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • Know the key techniques utilized in performing a two person spot. • Know the key techniques used in performing a team belay. • Know how to correctly hook into a team belay system. • Know the key techniques used in performing an Australian belay. • Know how to correctly hook into an Australian belay system. 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Students will be able to perform a two person spot with correct technique on the traverse wall or during low elements that require spotting. (spoons, correct stance, proximity, lowering) • Students will be able to correctly perform a team belay (eyes on climber, break hands on rope, correct hook ins, taking in slack, giving slack, and lowering) • Students will be able to correctly perform an Australian Belay (eyes on climber, correct stance, correct hook ins, taking in slack, giving slack, and

	<ul style="list-style-type: none"> <i>Know the climbing communication system used in the School District of Holmen.</i> 	<ul style="list-style-type: none"> <i>lowering)</i> <i>Students will be able to perform the climbing communication system during appropriate times during climbing activities, and spotted activities.</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
<ul style="list-style-type: none"> • 5 Finger Contract 	<p>PERFORMANCE TASK(S):</p> <ol style="list-style-type: none"> 1. Low Elements <ol style="list-style-type: none"> a. Spider Web b. The Cube 2. High Elements: Climbing Wall 	
	OTHER EVIDENCE:	

COURSE NAME: PE 9 Indoor			
<i>Developers: PE committee</i>	<i>Development Date: 2015-16</i>	<i>Instructional Level: 9</i>	<i>Unit: Adventure</i>

Stage 1 - Desired Results	
ESTABLISHED GOALS	<i>Transfer</i>

<p>(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</p> <ul style="list-style-type: none"> • 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) 	<p><i>Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</i></p>
<p>Meaning</p>	
<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> • Understand the terminology used during the communication stage of the adventure unit (communication, listening, hearing, body language, non-verbal communication, tone, volume) • Understand the terminology used during the problem solving stage of the adventure unit (ABCDE'S of problem solving: Ask, Brainstorm, Choose, Do, Evaluate) • Understand the terminology used during the trust stage of the adventure unit (Trust, Trustworthiness) • Understand the terminology used during low elements (spotting contract, climbing communication). • Understand the terminology used during high element participation (belay contract, belay communication, safety checks, and equipment) 	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> • What are the various forms of communication used when interacting with others? • What types of communication can be misinterpreted and how does someone prevent the misinterpretation? • How is communication important to working with others during the adventure unit, during class, at home, in sports, as school, and in the workplace? • What are the ABCDE's of problem solving? • Why is utilizing the a problem solving process such as the ABCDE's important when solving a problem? • Where, other than in physical education, could you, or do you utilize a problem solving process? • What is trust? • What does it mean to be a trustworthy person? • What does it mean to test someone's trust? • When someone doesn't display characteristics of a trustworthy person what does that do to their relationships with others (at home, at school, in the workplace, in sports)? • Why is it important to utilize a verbal contract when spotting or belaying? • How does the climbing and spotting contract

		<ul style="list-style-type: none"> go? • <i>What is the equipment used during high element participation?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Know the terminology used during the communication stage of the adventure unit (communication, listening, hearing, body language, non-verbal communication, tone, volume)</i> • <i>Know the terminology used during the problem solving stage of the adventure unit (ABCDE'S of problem solving: Ask, Brainstorm, Choose, Do, Evaluate)</i> • <i>Know the terminology used during the trust stage of the adventure unit (Trust, Trustworthiness)</i> • <i>Know the terminology used during low elements (spotting contract, climbing communication).</i> • <i>Know the terminology used during high element participation (belay contract, belay communication, safety checks, and equipment)</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Students will be able to explain the terminology used during the communication stage of the adventure unit (communication, listening, hearing, body language, non-verbal communication, tone, volume) when processing communication activities.</i> • <i>Students will be able to identify used of the ABCDE's of problem solving during problem solving activities.</i> • <i>Students will be able to identify trustworthy behaviors and trust testing behaviors during adventure activities.</i> • <i>Students will be able to use the correct terminology during low elements (spotting contract, climbing communication).</i> • <i>Students will be able to use the correct terminology during high element participation (belay contract, belay communication, safety checks, and equipment)</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	

<ul style="list-style-type: none"> • 5 Finger Contract 	<p>PERFORMANCE TASK(S):</p> <ol style="list-style-type: none"> 1. Communication <ol style="list-style-type: none"> a. Lead a brief discussion on communication b. The Keys to communication c. Interference d. Knot on the phone 2. Problem Solving <ol style="list-style-type: none"> . Everybody Up a. Dream Catcher P. 106 JTCC b. 60 – Second Speeches c. Under the Fence 3. Trust <ol style="list-style-type: none"> . Trust Wave a. Spotting b. Willow in the Wind with Levitation c. Mouse Traps with Mine Fields d. Caterpillar Pass e. Cookie Machine f. Levitation
	<p>OTHER EVIDENCE:</p>

COURSE NAME: PE 9 Indoor			
<i>Developers: PE committee</i>	<i>Development Date: 2015-16</i>	<i>Instructional Level: 9</i>	<i>Unit: Adventure</i>

Stage 1 - Desired Results	
ESTABLISHED GOALS	<i>Transfer</i>

<p>(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</p> <ul style="list-style-type: none"> Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1) Uses communication skills and strategies that promote team/ group dynamics.⁵⁰ (S4.H3.L1) Solves problems and thinks critically in physical activity and/ or dance settings, both as an individual and in groups. (S4.H4.L1) 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) 	<p><i>Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)</i></p>
<p>Meaning</p>	
<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>Understand why using P.E.E.P. is important during adventure activities (Personal, Environmental, Emotional, and Physical Safety)</i> <i>Understand the Challenge by Choice philosophy.</i> <i>Understand the key components of effective communication.</i> <i>Understand the ABCDE problem solving process (Ask, Brainstorm, Choose, Do, Evaluate).</i> <i>Understand the safety protocols for spotting during low element participation.</i> <i>Understand the safety protocols for belaying using a team belay.</i> <i>Understand the safety protocols for belaying using an Australian belay.</i> 	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>What does PEEP stand for?</i> <i>Why is using PEEP during adventure activities important?</i> <i>Explain Challenge by Choice and the positive and negative impact that it can have on student participation?</i> <i>What are key components to effective communication?</i> <i>Why is utilizing the ABCDE's of problem solving important?</i> <i>How do you perform safety checks before climbing wall, and low and high element participation.</i> <i>What are some of the safety concerns with participation in climbing activities?</i> <i>How do you protect physical, emotional, environmental, and personal safety during communication activities?</i> <i>How do you protect physical, emotional, environmental, and personal safety during problem solving activities?</i> <i>How do you protect physical, emotional, environmental, and</i>

		<p><i>personal safety during trust activities?</i></p> <ul style="list-style-type: none"> • <i>How do you protect physical, emotional, environmental, and personal safety when spotting?</i> • <i>How do you protect physical, emotional, environmental, and personal safety when belaying?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Know why using P.E.E.P. is important during adventure activities (Personal, Environmental, Emotional, and Physical Safety) and how it is used during all stages of adventure.</i> • <i>Know the meaning of the Challenge by Choice philosophy.</i> • <i>Know the key components of effective communication.</i> • <i>Know the ABCDE problem solving process (Ask, Brainstorm, Choose, Do, Evaluate).</i> • <i>Know the safety protocols for spotting during low element participation.</i> • <i>Know the safety protocols for belaying using a team belay.</i> • <i>Know the safety protocols for belaying using an Australian belay.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Protect the Personal, Environmental, Emotional, and Physical Safety of themselves and other students and staff during adventure activities.</i> • <i>Utilize the Challenge by Choice philosophy appropriately during adventure activities.</i> • <i>Respect others "challenge" choices through positive peer interactions.</i> • <i>Utilize the key components of effective communication during communication activities and during adventure activities.</i> • <i>Utilize the ABCDE problem solving process (Ask, Brainstorm, Choose, Do, Evaluate).</i> • <i>Follow the safety protocols for spotting during low element participation.</i> • <i>Follow the safety protocols for belaying using a team belay.</i> • <i>Follow the safety protocols for belaying using an Australian</i>

		<i>belay.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
<ul style="list-style-type: none"> • 5 Finger Contract 	<p>PERFORMANCE TASK(S):</p> <ol style="list-style-type: none"> 1. Name Games/ Icebreakers <ol style="list-style-type: none"> a. Five Finger Contract b. Social Mixer (Cocktail Party) c. Toilet Paper Game d. See ya' e. Quail Shooter's Delight (Silver Bullets p. 63) f. Hoop Relay (Silver Bullets p. 62) g. Ah-SO h. Whizz-Bang
	OTHER EVIDENCE:

COURSE NAME: PE 9 Indoor

Developers: PE committee	Development Date: 2015-16	Instructional Level: 9	Unit: Adventure
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Stage 1 - Desired Results

<p>ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</p> <ul style="list-style-type: none"> Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.51 (S5.H2.L2) 	<p>Transfer</p> <p><i>Students will be able to recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction. (Standard 5)</i></p>
	<p>Meaning</p>
	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>Understand appropriate use of the challenge by choice philosophy.</i>
	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>What are some reasons that people have different levels of comfort when participating in adventure activities?</i> <i>How can we support others with different comforts levels during adventure activities?</i> <i>What is the difference between challenge by choice and choosing to not participate in class?</i>
<p>Acquisition</p>	
<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>Students will know how and when to utilize challenge by choice.</i> <i>Students will know how to choose their appropriate level of challenge.</i> <i>Students will know how to support others challenge choices.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Students will implement challenge by choice when they feel emotionally, or personally nervous about the activities.</i> <i>Students will find appropriate levels of participation that are within their comfort level.</i>
<p>Stage 2 - Evidence</p> <p>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide</p>	

feedback about their learning?

Evaluation Criteria	Assessment Evidence
• 5 Finger Contract	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 9 Indoor

Developers: PE committee	Development Date: 2015-16	Instructional Level: 9	Unit: Dance
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Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) <ul style="list-style-type: none"> • 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) 	Transfer
	<i>Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)</i>
	Meaning
	UNDERSTANDINGS <i>Students will...</i> <ul style="list-style-type: none"> • <i>Understand the rhythms and movements associated with the following dance forms: swing, ballroom, line, polka, cultural and hip hop.</i> ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <ul style="list-style-type: none"> • <i>What rhythms and basic movements are associated with the following dance forms: swing, ballroom, line,</i>

	<ul style="list-style-type: none"> <i>Understand correct body alignment and basic dance-related positions.</i> <i>Understand the steps necessary to choreographing and performing a dance.</i> 	<ul style="list-style-type: none"> <i>polka, cultural and hip hop?</i> <i>What does correct body alignment and positions look like for the following dance forms: swing, ballroom, line, polka, cultural and hip hop?</i> <i>What steps do you need to go through to choreographing a dance?</i> <i>How do you perform a dance, using correct body alignment, positions, and choreography?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>How to coordinate rhythms and movements in swing, ballroom, line, polka, and hip hop dances.</i> <i>What the correct body alignment and basic dance-related positions are for swing, ballroom, line, polka, cultural and hip hop dances.</i> <i>How to choreograph a dance using sequential ordering and transitioning.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Demonstrating the basic rhythms and movements in swing, ballroom, line, polka, and hip hop dances.</i> <i>Demonstrating the correct body alignments and basic dance-related positions in swing, ballroom, line, polka, cultural and hip hop dances.</i> <i>Following a choreographed dance and performing a dance one of the following areas: swing, ballroom, line, polka, cultural and hip hop.</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	

	OTHER EVIDENCE:
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COURSE NAME: PE 9 Indoor			
<i>Developers: PE committee</i>	<i>Development Date: 2015-16</i>	<i>Instructional Level: 9</i>	<i>Unit: Dance</i>

Stage 1 - Desired Results			
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ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer		
	<i>Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</i>		
Meaning			
UNDERSTANDINGS <i>Students will...</i> <ul style="list-style-type: none"> • Students will comprehend the terminology associated with various dance forms such as: ballroom, swing, line, polka, cultural, and hip hop. • Students will understand the importance of various dances to their culture of origin. • Students will know the various forms of social and technical dance such as (ballroom, swing, line, polka, cultural, and hip-hop 	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <ul style="list-style-type: none"> • What are common terms associated with dance movements, forms, and techniques? • What are common terms that correlate specifically with ballroom, swing, line, polka, cultural, and hip hop? • What techniques or skills are associated with each of the social and technical dance forms (ballroom, 		

	<ul style="list-style-type: none"> <i>dance)</i> • Students will understand various similarities and differences in various dance forms (ballroom, swing, line, polka, cultural, and hip-hop dance) • Understand appropriate music related to various dance forms (ballroom, swing, line, polka, cultural, and hip-hop dance). 	<ul style="list-style-type: none"> <i>swing, line, polka, cultural, and hip-hop dance)?</i> • What are the characteristics of each dance form that separate it from the other forms of dance? • Why were these forms of dance important to the associated culture of origin? • How is dance important in today's society? • In what social settings could learned dance forms be utilized? • What types of music and songs are appropriate to use when performing various dance forms (ballroom, swing, line, polka, cultural, and hip-hop dance)?
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • How and when to use appropriate terminology when teaching and performing dances. • Why dance is important to cultural and social settings or traditions. • What settings or situations where various dances are used or performed. • What techniques, movements, or patterns place it into a specific category or form of dance. • The similarities and differences between various forms or categories of dance. • What music should be used during ballroom, swing, line, polka, 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using appropriate terminology while teaching and performing various dance movements and forms. • Selecting dance movements and forms that correlate with specific cultures, social settings, and traditions. • Selecting settings or situations where various dances are used or performed. • Demonstrating techniques, movements, or patterns specific to categories or forms of dance. • Comparing the similarities and differences between various forms or categories of dance.

	<i>cultural, and hip-hop dances?</i>	
Stage 2 - Evidence How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: PE 9 Indoor			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 9	Unit: Dance

Stage 1 - Desired Results	
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer
<ul style="list-style-type: none"> • Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. 	<i>Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)</i>
	Meaning

<p>(S4.H1.L1)</p> <ul style="list-style-type: none"> Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1) 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) 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) 	<p>UNDERSTANDINGS</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <i>Know effective self-management skills to analyze the barriers and modify dance patterns appropriately.</i> <i>Understand proper etiquette and respect for self and others as they work to learn and performing a dance.</i> <i>Understand that dance is creative and expressive, embracing the ideas of different cultures as well as individual differences.</i> <i>Understands how to collaborate while designing and choreographing a dance form.</i> <i>Understand best practices for participating safely in dance.</i> 	<p>ESSENTIAL QUESTIONS</p> <p><i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>How does self-management related to movements and body positions?</i> <i>What is proper etiquette and behavior when participating in the following dance forms: ballroom, swing, line, polka, cultural, and hip-hop dance?</i> <i>How can you use dance to embrace individual and team creativity, expression, and other's ideas?</i> <i>Why is it important to consider everyone's ideas in developing and performing a dance?</i> <i>What individual and group risks are involved in learning and performing a dance?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>A variety of self-management skills when participating in a variety of dance forms.</i> <i>Proper etiquette for self and others when learning and performing a dance.</i> <i>How to use dance to embrace creativity and how to express themselves.</i> <i>How cultural differences play a role in dance.</i> <i>The importance of collaborating with others while designing and choreographing a dance.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> Demonstrating self-management skills related to body movements and positions when participating in dance? Displaying proper etiquette for self and others when participating in a variety of dance forms. Showing creativity and expression while performing a dance. Selecting dances that correlate with specific cultures. Showing they can collaborate and work with others to design and choreograph a dance. Demonstrating safe movements and behaviors while participating in a

	<ul style="list-style-type: none"> • <i>How to participate safely during a variety of dance forms.</i> 	variety of dance forms.
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 9 Indoor

Developers: PE committee	Development Date: 2015-16	Instructional Level: 9	Unit: Dance
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Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) <ul style="list-style-type: none"> • Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1) 	Transfer
	<i>Students will be able to recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction. (Standard 5)</i>
	Meaning

- Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)
- Identifies the uniqueness of creative dance as a means of self-expression. (S5.H3.L2)
- Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.⁵² (S5.H4.L2)

UNDERSTANDINGS

Students will...

- Understand why dance provides an opportunity for self-expression and enjoyment.*
- Understand where in the community to find opportunities for participation in dance activities.*
- Understand dance as an avenue for self-expression.*
- Understand how dancing can provide an opportunity for social interaction.*

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- How can dance meet someone's needs for social expression and enjoyment?*
- How can someone use dance for social interaction?*
- How can creative dance be used to express feelings, emotions, beliefs, and opinions?*
- Where can someone go to participate in social or expressive dance?*

Acquisition

Students will KNOW... (Including Tier II and Tier III vocabulary)

- Know why dance provides an opportunity for self-expression and enjoyment.*
- Know where in the community to find opportunities for participation in dance activities.*
- Know how dancing can provide an opportunity for social interaction.*

Students will be skilled at (DO)...

- Explaining why dance provides an opportunity for self-expression and enjoyment.*
- Explaining where in the community to find opportunities for participation in dance activities.*
- Explaining how dancing can provide an opportunity for social interaction.*

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):

OTHER EVIDENCE:

COURSE NAME: PE 9 Indoor

Developers: PE committee

Development Date: 2015-16

Instructional Level: 9

Unit: Invasion - Basketball, Floor Hockey, Team Handball, Speedball, Flickerball

Stage 1 - Desired Results

ESTABLISHED GOALS

(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

- 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)
- 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)
- Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

Transfer

Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)

Meaning

UNDERSTANDINGS

Students will...

- have offensive knowledge about on/off-ball skills related to maintaining possession, attacking the goal, creating space, and using space in attack.
- have defensive knowledge about on/off-ball skills related to defending space, defending the goal, and winning the ball.
- Identify areas for improvement in relation to offensive and defensive knowledge during invasion games.

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

Example Questions:

- What does your team need to be able to do to be successful on offense and defense?
- How do you use on-ball and off-ball movements to be successful on offense and defense?
- When are specific on-ball and off-ball movements appropriate on offense and defense?
- Where do players position themselves

		<p><i>for on and off-ball movements on offense and defense?</i></p> <ul style="list-style-type: none"> • <i>Which offensive or defensive strategies optimize performance in specific game play situations?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>How to maintain possession categorized by: controlling the ball, supporting the person with the ball, passing and receiving.</i> • <i>How to attack the goal categorized by: using a target player, shielding, turning, and shooting, passing patterns, feeding the cutter, rolling, dodging, and using angles.</i> • <i>How to create space categorized by: overlapping runs, crossing plays, triangle shape and attack, cutting and replacing, picks, v-cuts, changing directions and speeds.</i> • <i>How to use space while attacking categorized by: timing, shielding, width, depth, driving, and drawing defenders away from spaces.</i> • <i>How to defend space categorized by: marking, pressuring, preventing, covering, recovering, and clearing.</i> • <i>How to defend to goal (goalie specific) categorized by: positioning, distributing, communication, and techniques of picking up loose object.</i> • <i>How to win the ball categorized by: blocking the pass or student, stealing, and double teaming.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Maintaining possession categorized by: controlling the ball, supporting the person with the ball, passing and receiving.</i> • <i>Attack the goal categorized by: using a target player, shielding, turning, and shooting, passing patterns, feeding the cutter, rolling, dodging, and using angles.</i> • <i>Creating space categorized by: overlapping runs, crossing plays, triangle shape and attack, cutting and replacing, picks, v-cuts, changing directions and speeds.</i> • <i>Using space while attacking categorized by: timing, shielding, width, depth, driving, and drawing defenders away from spaces.</i> • <i>Defending space categorized by: marking, pressuring, preventing, covering, recovering, and clearing.</i> • <i>Defending to goal (goalie specific) categorized by: positioning, distributing, communication, and techniques of picking up loose object.</i> • <i>Winning the ball categorized by: blocking the pass or student, stealing, and double teaming.</i> • <i>Identifying areas of improvement in</i>

	<ul style="list-style-type: none"> <i>stealing, and double teaming.</i> <i>How to identify areas of improvement in relation to offense and defense categorized by.</i> 	<i>relation to offense and defense categorized by.</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
Game Performance Assessment Instrument (GPAI)	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: PE 9 Indoor			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 9	Unit: Invasion-Basketball, Floor Hockey, Team Handball, Speedball, Flickerball

Stage 1 - Desired Results	
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer
	<i>Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)</i>
	Meaning

<ul style="list-style-type: none"> as needed. (S4.H1.L1) Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1) 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) 	<p>UNDERSTANDINGS</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <i>recognize effective self-management skills while participating in invasion games.</i> <i>understand responsible personal and social behavior while participating in invasion games.</i> <i>have knowledge of proper etiquette, respect for others and teamwork while participating in invasion games.</i> <i>comprehend best practices for participating safely during invasion games.</i> 	<p>ESSENTIAL QUESTIONS</p> <p><i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>What does self-management mean?</i> <i>What does responsible behavior look like during invasion games?</i> <i>Why is it important to use proper etiquette, and respect for others during invasion games?</i> <i>How do you participate safely during invasion games?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>Effective self-management skills and strategies categorized by: sportsmanship, conflict resolution strategies, and awareness of abilities.</i> <i>Responsible personal and social behavior categorized by: understanding of class expectations.</i> <i>Proper etiquette, respect for others, and teamwork, categorized by: understanding school-wide PBIS policies and procedures.</i> <i>Best practices for participating safely categorized by: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, and sun protection.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Effective self-management skills categorized by: resolving conflicts with others, helping others be successful, and competing appropriately.</i> <i>Responsible personal and social behavior categorized by: showing up on time, being prepared, staying on-task, and having a positive attitude.</i> <i>Respecting others and teamwork skills categorized by: listening to teammates, using appropriate communication, and offering and accepting constructive criticism.</i> <i>Participating safely categorized by: proper technique, performing warm-ups, spatial awareness, wearing appropriate clothing, and using equipment properly.</i>
Stage 2 - Evidence		

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 9 Indoor

Developers: PE committee	Development Date: 2015-16	Instructional Level: 9	Unit: Net/Wall Games- Badminton, Pickleball, Volleyball, Table Tennis, Deck Tennis, Sepak Takraw
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Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) <ul style="list-style-type: none">• 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)	Transfer <i>Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)</i>
	Meaning
	UNDERSTANDINGS <i>Students will...</i> <ul style="list-style-type: none"> • Understand how to use badminton skills effectively. • Understand how to use pickleball skills during game play. ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <ul style="list-style-type: none"> • What are the cues for performing the different shots during a badminton

	<ul style="list-style-type: none"> <i>Know how to perform volleyball skills effectively.</i> <i>Know how to perform the skills involved in table tennis.</i> <i>Understand how to use the skills involved in deck tennis.</i> <i>Know how to perform the skills involved in sepak takraw.</i> 	<ul style="list-style-type: none"> <i>game?</i> <i>What are the cues for performing the different pickleball shots?</i> <i>What skills do you need to know to be successful during a volleyball game?</i> <i>How do you effectively contact the ball during different table tennis situations?</i> <i>What are the cues for throwing and catching during deck tennis?</i> <i>What are the different skills you need to know while playing sepak takraw?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>How to correctly perform the following skills for a variety of net/wall games: Underhand serve, Backhand serve, Overhead Clear, Drive, Smash, Forehand, Backhand, Drop Shot, Overhead Pass, Forearm Pass, Setting, Hit, Pancake, Spin shots, throwing, catching, and body/ foot striking.</i> <i>How to correctly perform a serve during a variety of net/wall games.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Performing a serve to start play.</i> <i>Performing the following skills for a variety of net/wall games: Overhead Clear, Drive, Smash, Forehand, Backhand, Drop Shot, Overhead Pass, Forearm Pass, Setting, Hit, Pancake, Spin Shots, Throwing, Catching, Body/Foot Striking.</i>

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 9 Indoor

<i>Developers:</i> PE committee	<i>Development Date:</i> 2015-16	<i>Instructional Level:</i> 9	<i>Unit:</i> Net/Wall Games- Badminton, Pickleball, Volleyball, Table Tennis, Deck Tennis, Sepak Takraw
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Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer		
	<i>Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</i>		
<ul style="list-style-type: none"> • 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). • Use 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). • Creates a practice plan to improve performance for a self-selected skill (S2.H3.L1). 	UNDERSTANDINGS <i>Students will...</i> <ul style="list-style-type: none"> • Understand terminology associated with volleyball. • Understand terminology associated with badminton. • Understand terminology associated with pickleball. • Understand terminology associated with table tennis and deck tennis. • Understand terminology associated with sepak takraw. • Understand how to apply different movement concepts & principles while participating in a variety of net/wall games. • Understand how to identify their strengths and areas for improvement. 	Meaning	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <ul style="list-style-type: none"> • What are the important terms associated with the rules of volleyball, badminton, pickleball, table tennis, deck tennis, and sepak takraw. • What is the base position for each net/wall game? • What are the different serve and receive formations of a variety of net/wall games, and when are they appropriate to use? • What is the importance of reading and anticipating opponents positioning during net/wall games? • What is the importance of varying the amount of force in your attack?

	<ul style="list-style-type: none"> <i>Understand how to create a practice plan on how to improve their overall performance in a variety of net/wall games.</i> 	<ul style="list-style-type: none"> <i>How do you use effective communication to coordinate positioning, movements, and strategies during net/wall games.</i> <i>How do you identify personal/ team strengths and weaknesses in net/wall games?</i> <i>What are the steps of creating a practice plan and what should be included?</i> <i>How do you incorporate your strengths and weaknesses to create practice plan?</i>
Acquisition		
<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>The terminology of volleyball, badminton, pickleball, table tennis, deck tennis, and sepak takraw characterized by: rules, offensive strategies, defensive strategies, and movement/spacing.</i> <i>What the base position is, the importance of it, and how to get your opponent out of their base position.</i> <i>The different serve and receive formations for a variety of net/wall games, as well as when and how to use them effectively.</i> <i>What to look for when attempting to read and anticipate opponent's positioning during net/wall games?</i> <i>When it is appropriate to vary the amount of force in an attack?</i> <i>How to use effective communication to coordinate positioning, movements, and strategies during net/wall games.</i> <i>How to identify personal/ team strengths and weaknesses in net/wall</i> 		<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Identifying and using the skills, strategies, rules and regulations terminology that is used in the following net/wall games: volleyball, badminton, pickleball, table tennis, deck tennis, and sepak takraw.</i> <i>Using the base position effectively during net/wall game play.</i> <i>Moving their opponent out of their base position during net/wall game play.</i> <i>Being able to incorporate different serve and receive formations and use them at appropriate times during net/wall gameplay.</i> <i>Reading and anticipating their opponent's positioning and movement during net/wall gameplay.</i> <i>Adding and taking off force while attacking during net/wall gameplay (ex: hitting, tipping, smash shot, drop shot, float serve, etc.)</i> <i>Communicating to coordinate positioning, movements, and strategies during net/wall gameplay.</i>

	<ul style="list-style-type: none"> <i>games.</i> <i>The steps of creating a practice plan and the different aspects of what should be included.</i> <i>How to effectively incorporate their strengths and weaknesses to create a practice plan that helps them improve.</i> 	<ul style="list-style-type: none"> <i>Identifying personal and team strengths and weaknesses during net/wall games.</i> <i>Writing out the appropriate steps to creating a practice plan.</i> <i>Writing a practice plan that includes their strengths and weaknesses.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 9 Indoor

Developers: PE committee	Development Date: 2015-16	Instructional Level: 9	Unit: Net/Wall Games- Badminton, Pickleball, Volleyball, Table Tennis, Deck Tennis, Sepak Takraw
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Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer
• Employs effective self-management	<i>Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)</i>

		<p style="text-align: center;">Meaning</p>
<p>skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)</p> <ul style="list-style-type: none"> • Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1) • 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) 	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> • recognize effective self-management skills while participating in net/wall games. • understand responsible personal and social behavior while participating in net/wall games. • have knowledge of proper etiquette, respect for others and teamwork while participating in net/wall games. • comprehend best practices for participating safely during net/wall games. 	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> • What does self-management mean? • What does responsible behavior look like during net/wall games? • Why is it important to use proper etiquette, and respect for others during net/wall games? • How do you participate safely during net/wall games?
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • Effective self-management skills and strategies categorized by: sportsmanship, conflict resolution strategies, and awareness of abilities. • Responsible personal and social behavior categorized by: understanding of class expectations. • Proper etiquette, respect for others, and teamwork, categorized by: understanding school-wide PBIS policies and procedures. • Best practices for participating safely categorized by: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, and sun protection. 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Effective self-management skills categorized by: resolving conflicts with others, helping others be successful, and competing appropriately. • Responsible personal and social behavior categorized by: showing up on time, being prepared, staying on-task, and having a positive attitude. • Respecting others and teamwork skills categorized by: listening to teammates, using appropriate communication, and offering and accepting constructive criticism. • Participating safely categorized by: proper technique, performing warm-ups, spatial awareness, wearing appropriate clothing, and using equipment properly.

Stage 2 - Evidence How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria		
		Assessment Evidence
		PERFORMANCE TASK(S):
		OTHER EVIDENCE:

COURSE NAME: PE 10-12: Sports Leadership

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Coaching & Officiating
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Stage 1 - Desired Results	
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) <ul style="list-style-type: none"> Applies the terminology associated with exercise & participation in selected individual-performance activities, dance, net/wall games, target games, 	Transfer <i>Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</i>
	Meaning

<p>aquatics and/or outdoor pursuits appropriately (S2.H1.L1).</p> <ul style="list-style-type: none"> Identifies and discusses the historical and cultural roles of games, sports, and dance in society (S2.H1.L2). Creates a practice plan to improve performance for a self-selected skills (S2.H3.L1). Identifies the stages of learning a motor skill (S2.H3.L2). 	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>Understand the terminology associated with coaching a variety of sports.</i> <i>Understand the terminology associated with coaching a self-selected sport.</i> <i>Understand how to create a practice plan to improve team skills.</i> <i>Understand the stages of learning specific motor skills related to sports.</i> <i>Understand the terminology associated with officiating a variety of sports.</i> <i>Understand the terminology associated with officiating a self-selected sport.</i> <i>Understand the terminology associated with tournament and league play.</i> <i>Understand the general rules and regulations of the WIAA.</i> <i>Understand the rules and regulations of the WIAA in a self-selected sport.</i> <i>Understand the historical and cultural roles of games and sports in society.</i> 	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>What is common terminology associated with a variety of sports?</i> <i>What terminology is associated with your self-selected sport?</i> <i>What are the steps to creating a successful practice plan?</i> <i>What are the stages of learning a motor skill related to a sport?</i> <i>What are the common terms used by officials?</i> <i>What official terms are used in a variety of sports?</i> <i>What official terms are associated with your self-selected sport?</i> <i>How do you set-up a sports league and tournament play?</i> <i>What are the general rules and regulations of the WIAA?</i> <i>What are the rules and regulations of the WIAA associated with a self-selected sport?</i> <i>What are the historical roles of sports in society?</i> <i>What are the cultural roles of sports in society?</i>
Acquisition		

	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>The terminology associated with coaching a variety of sports.</i> • <i>The terminology associated with coaching a self-selected sport.</i> • <i>How to create a practice plan to improve team skills.</i> • <i>The stages of learning specific motor skills related to sports.</i> • <i>The terminology associated with officiating a variety of sports.</i> • <i>The terminology associated with officiating a self-selected sport.</i> • <i>The terminology associated with tournament and league play.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Using the terminology associated with coaching a variety of sports.</i> • <i>Using the terminology associated with coaching a self-selected sport.</i> • <i>Creating a practice plan to improve team skills.</i> • <i>Identifying specific motor skills related to sports.</i> • <i>Using the terminology associated with officiating a variety of sports.</i> • <i>Using the terminology associated with officiating a self-selected sport.</i> • <i>Using the terminology associated with tournament and league play.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12: Sports Leadership

Developers: PE committee

Development Date: 2015-16

Instructional Level: 10-12

Unit: Coaching & Officiating

Stage 1 - Desired Results

ESTABLISHED GOALS

(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

- Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed (S4.H1.L1).
- 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).
- 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).
- Solves problems and thinks critically in physical activity and/ or dance settings, both as individual and in

Transfer

Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)

Meaning

UNDERSTANDINGS

Students will...

- *Understand effective self-management skills to analyze barriers and modify physical activity patterns as a coach.*
- *Understand effective self-management skills to analyze barriers and modify physical activity patterns as an official.*
- *Understand proper etiquette, respectful other and teamwork while engaging in coaching a sport.*
- *Understand proper etiquette, respectful other and teamwork while engaging in officiating a sport.*
- *Understand moral and ethical conduct in specific competitive situations as a coach.*
- *Understand moral and ethical conduct in specific competitive situations as an official.*
- *Understand communication skills needed to be successful as a coach.*

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- *What skills do coaches need to have in order to self-manage themselves during coaching situations?*
- *What skills do coaches need to have in order to manage their athletes during competitive situations?*
- *What does proper coaching etiquette look like, and how should coaches show respect to their athletes, the officials, the fans, and the opponents?*
- *What does proper officiating etiquette look like, and how should officials show respect and fairness the athletes, coaches, and fans?*
- *What does moral and ethical conduct look like when put in a variety of coaching situations?*

<ul style="list-style-type: none"> groups (S4.H4.L1). 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). 	<ul style="list-style-type: none"> <i>Understand communication skills needed to be successful official.</i> <i>Understand leadership roles in a variety of physical activity and sport situations.</i> <i>Understand the leadership roles involved in coaching.</i> <i>Understand the leadership roles involved in officiating.</i> <i>Understand how to problem solve and think critically in a variety of coaching situations.</i> <i>Understand how to problem solve and think critically in a variety of officiating situations.</i> <i>Know the best practices for keeping their athletes safe while coaching.</i> <i>Know the best practices for keeping the athletes safe while officiating the competition.</i> 	<ul style="list-style-type: none"> <i>What does moral and ethical conduct look like when put in a variety of officiating situations?</i> <i>How do you use communication skills effectively while coaching?</i> <i>How do you use communication skills effectively while officiating?</i> <i>What are your leadership roles while you are coaching?</i> <i>What are your leadership roles while officiating?</i> <i>What are some situations where you will have to problem solve while coaching?</i> <i>What are some situations where you will have to problem solve while officiating?</i> <i>How do you ensure safety of your athletes while coaching?</i> <i>How do you ensure safety of the athletes while officiating?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>Effective self-management skills to analyze barriers and modify physical activity patterns as a coach characterized by: handling emotions appropriately, dealing with successes, and dealing with failures.</i> <i>Effective self-management skills to analyze barriers and modify physical activity patterns as an official characterized by: handling emotions appropriately.</i> <i>Proper etiquette, respectful other and</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Using self-management skills to analyze barriers and modify physical activity patterns as a coach characterized by: handling emotions appropriately, dealing with successes, and dealing with failures.</i> <i>Using self-management skills to analyze barriers and modify physical activity patterns as an official characterized by: handling emotions appropriately.</i> <i>Displaying proper etiquette, respectful other and teamwork while</i>

	<p><i>teamwork while engaging in coaching a sport.</i></p> <ul style="list-style-type: none"> • <i>Proper etiquette, respectful other and teamwork while engaging in officiating a sport.</i> • <i>Moral and ethical conduct in specific competitive situations as a coach characterized by: intentional fouls, performance-enhancing substances, gambling, and current events in sports.</i> • <i>Moral and ethical conduct in specific competitive situations as an official characterized by: intentional fouls, performance-enhancing substances, gambling, and current events in sports.</i> • <i>Communication skills needed to be successful as a coach.</i> • <i>Communication skills needed to be successful official.</i> • <i>Leadership roles in a variety of physical activity and sport situations.</i> • <i>The leadership roles involved in coaching.</i> • <i>The leadership roles involved in officiating.</i> • <i>How to problem solve and think critically in a variety of coaching situations.</i> • <i>How to problem solve and think critically in a variety of officiating situations.</i> • <i>The best practices for keeping their athletes safe while coaching characterized by: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, and environmental factors.</i> • <i>The best practices for keeping the athletes safe while officiating the competition characterized by: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, and environmental factors.</i> 	<p><i>engaging in coaching a sport.</i></p> <ul style="list-style-type: none"> • <i>Displaying proper etiquette, respectful other and teamwork while engaging in officiating a sport.</i> • <i>Conducting themselves morally and ethically in specific competitive situations as a coach characterized by: intentional fouls, performance-enhancing substances, gambling, and current events in sports.</i> • <i>Conducting themselves morally and ethically in specific competitive situations as an official characterized by: intentional fouls, performance-enhancing substances, gambling, and current events in sports.</i> • <i>Using appropriate communication skills needed to be successful as a coach.</i> • <i>Using appropriate communication skills needed to be successful official.</i> • <i>Performing the leadership roles involved in coaching.</i> • <i>Performing the leadership roles involved in officiating.</i> • <i>Problem solving and thinking critically in a variety of coaching situations.</i> • <i>Problem solving and thinking critically in a variety of officiating situations.</i> • <i>Keeping their athletes safe while coaching characterized by: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, and environmental factors.</i> • <i>Keeping the athletes safe while</i>
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	<i>rules, and environmental factors.</i>	<i>officiating the competition characterized by: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, and environmental factors.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12: Sports Leadership

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Coaching & Officiating
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Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) • Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment	Transfer
	<i>Students will be able to recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction. (Standard 5)</i>
	Meaning

<p>(S5.H3.L1).</p> <ul style="list-style-type: none"> Identifies the opportunity for social support in a self-selected physical activity or dance (S5.H4.L1). Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance (S5.H4.L2). 	<p>UNDERSTANDINGS</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <i>Be able to select and participate in coaching a self-selected sport that meets the need for self-expression and enjoyment.</i> <i>Be able to select and participate in officiating a self-selected sport that meets the need for self-expression and enjoyment.</i> <i>Identify the opportunity for social support in a self-selected coaching position.</i> <i>Identify the opportunity for social support in officiating a self-selected sport.</i> <i>Evaluate the opportunity for social interaction and support in a self-selected coaching position.</i> <i>Evaluate the opportunity for social interaction support in officiating a self-selected sport.</i> 	<p>ESSENTIAL QUESTIONS</p> <p><i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>What is a coaching position that could provide you with enjoyment and help you express yourself?</i> <i>How does coaching help people meet the need for self-expression and enjoyment?</i> <i>What is a sport you could officiate that would help you express yourself and provide you with enjoyment?</i> <i>How does officiating help people meet the need for self-expression and enjoyment?</i> <i>When coaching, what are the different opportunities you could seek for social support?</i> <i>When officiating, what are the different opportunities you could seek for social support?</i> <i>How does coaching provide you with social interaction?</i> <i>How does officiating provide you with social interaction?</i>
Acquisition		
<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>How to be able to select and participate in coaching a self-selected sport that meets the need for self-expression and enjoyment.</i> <i>How to be able to select and participate in officiating a self-selected sport that meets the need for self-expression and enjoyment.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Selecting and participating in coaching a self-selected sport that meets the need for self-expression and enjoyment.</i> <i>Selecting and participating in officiating a self-selected sport that meets the need for self-expression and enjoyment.</i> 	

	<p><i>enjoyment.</i></p> <ul style="list-style-type: none"> • <i>The opportunities for social support in a self-selected coaching position.</i> • <i>The opportunities for social support in officiating a self-selected sport.</i> • <i>The opportunities for social interaction in self-selected coaching position.</i> • <i>The opportunities for social interaction in officiating a self-selected sport.</i> 	<ul style="list-style-type: none"> • <i>Identifying the opportunity for social support in a self-selected coaching position.</i> • <i>Identifying the opportunity for social support in officiating a self-selected sport.</i> • <i>Evaluating the opportunity for social interaction and support in a self-selected coaching position.</i> • <i>Evaluating the opportunity for social interaction support in officiating a self-selected sport.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Indoor: Net/ Wall Games

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Net/Wall Games- Badminton, Pickleball, Volleyball, Table Tennis, Deck Tennis, Sepak Takraw
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Stage 1 - Desired Results

ESTABLISHED GOALS

(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

- 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)

	Transfer
	<i>Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)</i>
	Meaning
UNDERSTANDINGS <i>Students will...</i> <ul style="list-style-type: none">• understand the technical aspects of movement forms related to maintaining a rally, setting up an attack, winning a point, defending space, defending against attacks, and initiating play	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <ul style="list-style-type: none">• What are the technical aspects of movement forms as they relate to maintaining a rally, setting up an attack, winning a point, defending space, defending against attacks, and initiating play?
	Acquisition
<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i> <ul style="list-style-type: none">• The skills associated with initiating play in a variety of net/wall game and activities• The skills associated with setting up an attack in a variety of net/wall game and activities• The skills associated with defending space in a variety of net/wall game and activities• The skill associated with winning a point in a variety of net/wall game and activities• The skills associated with maintaining a	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none">• Initiating play (serves) in a variety of net/wall games.• Setting up an attack (passing, setting, seeing court spaces, opening to teammates, shots for depth) in a variety of invasion games.• using base positions, and covering court boundaries in a variety of net/wall games• Uses power and accuracy for improved performance (hitting downward or to open spaces) in net/wall games• Reading and anticipating shots to

	<p><i>rally in a variety of net/wall game and activities.</i></p> <ul style="list-style-type: none"> • <i>The skills associated with defending against attacks in a variety of net/wall game and activities.</i> 	<ul style="list-style-type: none"> • <i>help maintain rallies in a variety of net/wall games</i> • <i>Shifting cover and backing up teammates while defending attacks in a variety net/wall games</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Indoor: Net/ Wall Games

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Net/Wall Games- Badminton, Pickleball, Volleyball, Table Tennis, Deck Tennis, Sepak Takraw
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Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer
	<i>Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</i>

<p style="text-align: center;"><i>Meaning</i></p>		
<ul style="list-style-type: none"> Describes the speed/accuracy trade-off in throwing and striking skills.28 (S2.H2.L2) Identifies the stages of learning a motor skill. (S2.H3.L2) 	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>understand how accuracy and speed affects outcomes in a variety of net/wall games.</i> <i>understand how speed affects accuracy and vice versa.</i> <i>understand the progressions of learning a motor skill.</i> 	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>How important are accuracy and speed and the timing of each in net/wall games?</i> <i>How can speed affect accuracy in a variety of net/wall games?</i> <i>What are the progressions to learning a motor skill?</i>
<p><i>Acquisition</i></p>		<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>that accuracy and speed are often associated in net/wall games and selecting the importance of each while making decisions in net/wall games greatly affects outcomes.</i> <i>that an increase in speed often correlates with a decrease in accuracy; inversely, an increase in accuracy generally means a decrease in speed</i> <i>that the stages of learning motor skills progress from:</i> <ul style="list-style-type: none"> <i>non-movement to movement (stationary skills to moving parts)</i> <i>slow to fast (speed, path, and flight of the ball)</i> <i>without equipment to modified equipment to real equipment</i> <i>individual to partner to small group</i> <i>beginner (underhand pass) to Intermediate (overhand pass) to advanced (behind the back pass)</i> <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>selecting the appropriate speed and accuracy associated with skills and movements to improve success in net/wall games.</i> <i>preparing progressions for various motor skills associated with net/wall games.</i>

Stage 2 - Evidence How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria		
		Assessment Evidence
		PERFORMANCE TASK(S):
		OTHER EVIDENCE:

COURSE NAME: PE 10-12 Indoor: Net/ Wall Games			
<i>Developers: PE committee</i>	<i>Development Date: 2015-16</i>	<i>Instructional Level: 10-12</i>	<i>Unit: Net/Wall Games- Badminton, Pickleball, Volleyball, Table Tennis, Deck Tennis, Sepak Takraw</i>

Stage 1 - Desired Results		
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)		Transfer
<ul style="list-style-type: none"> • Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, 		<i>Students will be able to demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (Standard 3)</i>
		Meaning

<p>performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)</p> <ul style="list-style-type: none"> Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2) 	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>Understand the importance of moral conduct in competitive situations and the impact of decisions made in those situations.</i> <i>Understand the importance and role of a group leader in competitive settings.</i> 	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <i>What does it look like to conduct one's self in a moral manner during competitive situations?</i> <i>What kind of impact does conducting one's self morally have on competitive situations?</i> <i>What is the role of a group leader in a competitive setting?</i> <i>How important is it to have a group leader in a competitive setting?</i>
Acquisition		
<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>that moral conduct is necessary for promoting a positive experience in a competitive situation.</i> <i>that decisions made during competitive situations have an impact on the overall outcome of the activity.</i> <i>that it is important to have a group leader in competitive settings.</i> <i>what role a group leader has during competitive settings.</i> 		<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>conducting themselves in a morally positive manner during competitive activities.</i> <i>making good decisions during competitive activities that will promote positive outcomes.</i> <i>either taking on a leadership role, or respect a given leader's role during competitive activities.</i> <i>Leading a group, or following a leader's directives during competitive activities.</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide		

feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Indoor: Net/ Wall Games

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Net/Wall Games- Badminton, Pickleball, Volleyball, Table Tennis, Deck Tennis, Sepak Takraw
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Stage 1 - Desired Results		
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer <i>Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)</i>	
	Meaning <i>UNDERSTANDINGS Students will...</i> <ul style="list-style-type: none"> <i>Understand their personal needs of success and challenge to create a desire for participation.</i> 	
	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)	<ul style="list-style-type: none"> <i>What is your correlation between</i>

		<i>challenge / success and your desire to participate?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>Their own personal levels of satisfaction and how to alter challenge and success to ensure participation.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Selecting appropriate levels of challenge to ensure levels of success that satisfy their involvement in an activity.</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: PE 10-12 Indoor: Invasion Unit

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Basketball, Floor Hockey, Team Handball, Flickerball, Gatorball, Soccey, Aussie Ball
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Stage 1 - Desired Results		
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) <ul style="list-style-type: none"> 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) 	Transfer <p><i>Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)</i></p>	
	Meaning <p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>understand the technical aspects of movement forms related to starting and restarting play, offense and defense in invasion games.</i> 	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <ul style="list-style-type: none"> <i>What are the similarities and differences between the skills associated with (a)restarting play, (b)offense, and (c)defense in a variety of invasion games?</i> <i>What techniques are important in attacking the goal in each invasion game?</i> <i>What techniques are important in goal keeping, guarding, and pressuring the ball in each invasion game?</i> <i>What techniques are important in starting/restarting play in each invasion game?</i>
		Acquisition <p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>The skills associated with starting/restarting play in a variety of invasion games</i> <i>The skills associated with attacking the goal in a variety of invasion games</i>
		<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Starting/restarting play (Pass-ins, throw-ins, jump balls, kick-ins and face-offs) in a variety of invasion games.</i> <i>Attacking a goal (passing, throwing, shooting, kicking) in a variety of invasion games.</i>

	<ul style="list-style-type: none"> <i>The skills associated with goaltending, guarding, and pressuring the ball in a variety of invasion games</i> <i>How the skills associated with restarting play, offense, and defense transfer from one invasion game to another and how they differ.</i> 	<ul style="list-style-type: none"> <i>Stopping a ball/puck, guarding an opponent, and positioning to pressure the ball in a variety of invasion games</i> <i>Transfer/modify main skills associated with starting/restarting, offense and defense skills from one invasion game to another.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Indoor: Invasion Unit

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Basketball, Floor Hockey, Team Handball, Flickerball, Gatorball, Soccey, Aussie Ball
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Stage 1 - Desired Results

ESTABLISHED GOALS	Transfer
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<p>(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</p> <ul style="list-style-type: none"> Describes the speed/accuracy trade-off in throwing and striking skills.28 (S2.H2.L2) Identifies the stages of learning a motor skill. (S2.H3.L2) 	<p><i>Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</i></p>
<p align="center">Meaning</p>	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>understand how accuracy and speed affects outcomes in a variety of invasion games.</i> <i>understand how speed affects accuracy and vice versa.</i> <i>understand the progressions of learning a motor skill.</i> <p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>How important are accuracy and speed and the timing of each in invasion games?</i> <i>How can speed affect accuracy in a variety of invasion games?</i> <i>What are the progressions to learning a motor skill?</i>
<p align="center">Acquisition</p>	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>that accuracy and speed are often associated in invasion games and selecting the importance of each while making decisions in invasion games greatly affects outcomes.</i> <i>that an increase in speed often correlates with a decrease in accuracy; inversely, an increase in accuracy generally means a decrease in speed</i> <i>that the stages of learning motor skills progress from:</i> <ul style="list-style-type: none"> <i>non-movement to movement (stationary skills to moving parts)</i> <i>slow to fast (speed, path, and flight of the ball)</i> <i>without equipment to modified equipment to real equipment</i> <i>individual to partner to small group</i> <i>beginner (underhand pass) to Intermediate (overhand pass) to advanced (behind the</i> <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> selecting the appropriate speed and accuracy associated with skills and movements to improve success in invasion games. preparing progressions for various motor skills associated with invasion games.

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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Indoor: Invasion Unit

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Basketball, Floor Hockey, Team Handball, Flickerball, Gatorball, Soccey, Aussie Ball
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Stage 1 - Desired Results

ESTABLISHED GOALS <i>(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</i>	<i>Transfer</i>
	<i>Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)</i>
	<i>Meaning</i>

<p>performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)</p> <ul style="list-style-type: none"> Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2) 	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>Understand the importance of moral conduct in competitive situations and the impact of decisions made in those situations.</i> <i>Understand the importance and role of a group leader in competitive settings.</i> 	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>What does it look like to conduct one's self in a moral manner during competitive situations?</i> <i>What kind of impact does conducting one's self morally have on competitive situations?</i> <i>What is the role of a group leader in a competitive setting?</i> <i>How important is it to have a group leader in a competitive setting?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>that moral conduct is necessary for promoting a positive experience in a competitive situation.</i> <i>that decisions made during competitive situations have an impact on the overall outcome of the activity.</i> <i>that it is important to have a group leader in competitive settings.</i> <i>what role a group leader has during competitive settings.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>conducting themselves in a morally positive manner during competitive activities.</i> <i>making good decisions during competitive activities that will promote positive outcomes.</i> <i>either taking on a leadership role, or respect a given leader's role during competitive activities.</i> <i>Leading a group, or following a leader's directives during competitive activities.</i>
<p>Stage 2 - Evidence</p> <p>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</p>		

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Indoor: Invasion Unit			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Basketball, Floor Hockey, Team Handball, Flickerball, Gatorball, Soccey, Aussie Ball

Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer		
	<i>Students will be able to recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction. (Standard 5)</i>		
<ul style="list-style-type: none"> Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2) 	Meaning		ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <ul style="list-style-type: none"> <i>What is your correlation between challenge / success and your desire to participate?</i>
	UNDERSTANDINGS	Students will...	
	<ul style="list-style-type: none"> <i>Understand their personal needs of success and challenge to create a desire for participation.</i> 		

Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Their own personal levels of satisfaction and how to alter challenge and success to ensure participation.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Selecting appropriate levels of challenge to ensure levels of success that satisfy their involvement in an activity.</i>
Stage 2 - Evidence		
	How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?	
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: PE 10-12 Adventure			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Adventure

Stage 1 - Desired Results	
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) • Demonstrates competency and/or refines	Transfer <i>Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)</i>

<p style="text-align: center;">Meaning</p>	
<p>UNDERSTANDINGS Students will...</p> <ul style="list-style-type: none"> • <i>Understand the importance of performing a two person spotting technique correctly.</i> • <i>Understand the purpose of tying a variety of knots for specific applications.</i> • <i>Understand the purpose and importance of checking and coiling a rope.</i> • <i>Understand how to inspect personal equipment.</i> • <i>Understand how to correctly put on a harness.</i> • <i>Understand the importance of performing a backup belay correctly.</i> • <i>Understand the importance of performing a team belay correctly.</i> • <i>Understand the importance of performing an Australian belay correctly.</i> • <i>Understands the key elements of a one sling-shot belay.</i> • <i>Understand why it is important to have control of the rope below the friction/belay device.</i> • <i>Understands the safety concerns associated with each belay system.</i> • <i>Understand the difference between a static belay, dynamic, team belay, a stationary belay, and a traversing belay.</i> 	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> • <i>When is spotting necessary during adventure activities?</i> • <i>What activities require spotting techniques that are different from a traditional two person spotting technique?</i> • <i>When is it important to check a climbing rope?</i> • <i>Why is it important to coil a rope for storage?</i> • <i>What things should you look for when inspecting equipment? (age, condition, retirement markings)</i> • <i>How do I know if a harness is put on correctly?</i> • <i>What are the important technique cues that will ensure correct spotting technique?</i> • <i>What are the acceptable knots that may be used during ropes course activities at Holmen High School?</i> • <i>How do I check a knot to be sure that it is tied correctly?</i> • <i>How does a team belay work on the high ropes course?</i> • <i>How does an Australian belay work?</i> • <i>How does a sling-shot belay work?</i> • <i>Why is it important to have control of the belay device/friction device at all times?</i> • <i>What does going to a break mean?</i> • <i>How does a backup belay work?</i> • <i>What are the safety concerns associated</i>

	<ul style="list-style-type: none"> <i>Understand the importance of performing belay safety checks.</i> <i>Understand the importance of utilizing climbing communication.</i> 	<p><i>with each belay system?</i></p> <ul style="list-style-type: none"> <i>When would each belay type be utilized (static, dynamic, team, stationary, traversing)</i> <i>What is the number one cause of accidents on ropes course and climbing wall activities?</i> <i>What are the steps of the BARK safety check method?</i> <i>How many people should be involved in the BARK safety check?</i> <i>Why do we utilize a climbing communication system?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>Know the key techniques utilized in performing a two person spot.</i> <i>Know how to correctly check a rope.</i> <i>Know how to correctly coil a rope.</i> <i>Know how to correctly inspect equipment used for climbing.</i> <i>Know how to correctly put on a harness.</i> <i>Know how to tie the knots utilized in the adventure education units (eight, trace 8, bowline on a bight, stopper knot, clove hitch, alpine butterfly)</i> <i>Know the key techniques used in performing a team belay.</i> <i>Know how to correctly hook into a team belay system.</i> <i>Know the key techniques used in performing an Australian belay.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Students will be able to perform a two person spot with correct technique on the traverse wall or during low elements that require spotting. (spoons, correct stance, proximity, lowering)</i> <i>Students will be able to correctly check a rope (visual & tactile inspection)</i> <i>Students will be able to correctly coil a rope.</i> <i>Students will be able to inspect the equipment used before climbing (age, condition, retirement markings)</i> <i>Students will be able to put on a harness correctly.</i> <i>Students will be able to correctly tie an eight, trace 8, bowline on a bight, stopper knot, clove hitch, and alpine butterfly)</i> <i>Students will be able to correctly perform a team belay (eyes on climber, break hands on rope, correct hook ins, taking in slack, giving slack, and lowering)</i>

	<ul style="list-style-type: none"> • Know how to correctly hook into an Australian belay system. • Know the key techniques used in performing a backup belay (stance, slip, slap, slide, break). • Know the key techniques used in performing a sling-shot belay (stance, double punch, PBUS method). • Know how to correctly set up and hook into a sling-shot belay system. • Know how to control the ropes below the friction device on sling-shot belay. • Know the differences between the different belay systems (static, dynamic, stationary, team, traversing) • Know how to perform a pre-climb safety check (BARK). • Know the climbing communication system used in the School District of Holmen. 	<ul style="list-style-type: none"> • Students will be able to correctly perform an Australian Belay (eyes on climber, correct stance, correct hook ins, taking in slack, giving slack, and lowering) • Students will be able to correctly perform a backup belay (eyes on climber, correct stance, taking in slack, giving slack, lowering & breaking) • Students will be able to correctly perform an Sling-shot belay (eyes on climber, correct stance, correct knots, correct hook ins, taking in slack, giving slack, controls rope below belay device, braking, and lowering). • Students will be able to correctly perform a traversing sling-shot belay (eyes on climber, correct stance, correct knots, correct hook ins, taking in slack, giving slack, following them to the middle and leading them to the end, and lowering). • Students will be able to perform safety checks prior to climbing (BARK). • Students will be able to perform the climbing communication system during appropriate times during climbing activities, and spotted activities.
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
Spotting Exam / Evaluation	PERFORMANCE TASK(S): Spotting Instruction 1. Spotting a. Tick-Tock spot b. Willow in the wind
Knot Tying assessment	
Rope coiling assessment	

Belay exam	<ul style="list-style-type: none"> c. Willow in the wind with levitation d. Peer spotting assessments 2. Low elements & bouldering wall <ul style="list-style-type: none"> . Bouldering wall a. TP shuffle b. Port hole c. Spiders web d. The Muez e. Giants Finger <p>Belay School</p> <ul style="list-style-type: none"> 1. Knots <ul style="list-style-type: none"> a. Demonstrations b. Knot tying as a group c. Video practice d. Peer assessment e. Rope Rodeo f. Belay test 2. Equipment Use & Care <ul style="list-style-type: none"> . Daily inspection of harness, ropes, equipment. a. Logging rope use. b. Rope Coiling c. How to put on & check a harness d. Types of equipment 3. Backup belay / Rope management <ul style="list-style-type: none"> . Belay with a partner a. Belay Races b. Fishing in the dark c. Goal line jousting 4. Slingshot belay <ul style="list-style-type: none"> . Demonstration & Set up a. Taking in rope. b. Belay Races. c. Fishing in the dark. d. 4-person ground belay. e. Belay test. f. Belaying using a stationary belay (climbing wall / dangle duo) g. Belaying using a traversing belay. 5. Problem Solving & Portable Elements <ul style="list-style-type: none"> . Giant Pipeline
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	a. Windmill b. TP Shuffle
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Adventure			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Adventure

Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	<i>Transfer</i>		
	<i>Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</i>		<i>Meaning</i>
UNDERSTANDINGS <i>Students will...</i>	<i>Understand the terminology used during the communication stage of the adventure unit (communication, listening, hearing, body language, non-verbal communication, tone, volume)</i>	<i>Understand the terminology used during the problem solving stage of the adventure unit (ABCDE'S of problem solving: Ask, Brainstorm,</i>	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)
			<ul style="list-style-type: none"> • What are the various forms of communication used when interacting with others? • What types of communication can be misinterpreted and how does someone prevent the misinterpretation? • How is communication important to working with others during the adventure unit, during class, at home, in sports, as school, and in

	<p><i>Choose, Do, Evaluate)</i></p> <ul style="list-style-type: none"> • <i>Understand the terminology used during the trust stage of the adventure unit (Trust, Trustworthiness)</i> • <i>Understand the terminology used during low elements (spotting contract, climbing communication).</i> • <i>Understand the terminology used during high element participation (belay contract, belay communication, safety checks, and equipment)</i> • <i>Understand the correct terminology for the equipment used during high ropes course activities.</i> • <i>Understands proper terminology for high ropes course activities communication and safety checks.</i> 	<p><i>the workplace?</i></p> <ul style="list-style-type: none"> • <i>What are the ABCDE's of problem solving?</i> • <i>Why is utilizing the a problem solving process such as the ABCDE's important when solving a problem?</i> • <i>Where, other than in physical education, could you, or do you utilize a problem solving process?</i> • <i>What is trust?</i> • <i>What does it mean to be a trustworthy person?</i> • <i>What does it mean to test someone's trust?</i> • <i>When someone doesn't display characteristics of a trustworthy person what does that do to their relationships with others (at home, at school, in the workplace, in sports)?</i> • <i>Why is it important to utilize a verbal contract when spotting or belaying?</i> • <i>How does the climbing and spotting contract go?</i> • <i>What is the equipment used during high element participation?</i> • <i>Why is it important to use the appropriate terminology when referring to high ropes course activities equipment.</i> • <i>Why is it important to use proper terminology for high ropes course communication and safety checks?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Know the terminology used during the communication stage of the adventure unit (communication, listening, hearing, body language,</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Students will be able to explain the terminology used during the communication stage of the adventure unit (communication, listening, hearing, body language, non-verbal communication, tone, volume) when</i>

	<p><i>non-verbal communication, tone, volume)</i></p> <ul style="list-style-type: none"> • <i>Know the terminology used during the problem solving stage of the adventure unit (ABCDE'S of problem solving: Ask, Brainstorm, Choose, Do, Evaluate)</i> • <i>Know the terminology used during the trust stage of the adventure unit (Trust, Trustworthiness)</i> • <i>Know the terminology used during low elements (spotting contract, climbing communication).</i> • <i>Know the terminology used during high element participation (belay contract, belay communication, safety checks, and equipment)</i> • <i>Know the correct terminology for high ropes course equipment.</i> • <i>Know the correct terminology for high ropes course communication and safety checks.</i> 	<p><i>processing communication activities.</i></p> <ul style="list-style-type: none"> • <i>Students will be able to identify used of the ABCDE's of problem solving during problem solving activities.</i> • <i>Students will be able to identify trustworthy behaviors and trust testing behaviors during adventure activities.</i> • <i>Students will be able to use the correct terminology during low elements (spotting contract, climbing communication).</i> • <i>Students will be able to use the correct terminology during high element participation (belay contract, belay communication, safety checks, and equipment)</i> • <i>Use the correct terminology for high ropes course equipment.</i> • <i>Use the correct terminology during high ropes course communication and during safety checks.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Adventure

Developers: PE committee

Development Date: 2015-16

Instructional Level: 10-12

Unit: Adventure

Stage 1 - Desired Results

ESTABLISHED GOALS

(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

- Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)
- Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)
- 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)
- 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)
- 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)

Transfer

Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)

Meaning

UNDERSTANDINGS

Students will...

- Understand why using P.E.E.P. is important during adventure activities (Personal, Environmental, Emotional, and Physical Safety)
- Understand the Challenge by Choice philosophy.
- Understands that challenge course participation is not for everyone.
- Understand the importance of the various "roles" someone make take on during adventure activities.
- Understand the key components of effective communication.
- Understand the ABCDE problem solving process (Ask, Brainstorm, Choose, Do, Evaluate).
- Understand what it means to be trustworthy
- Understand the safety protocols for

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- What does PEEP stand for?
- Why is using PEEP during adventure activities important?
- Explain Challenge by Choice and the positive and negative impact that it can have on student participation?
- What are key components to effective communication?
- Why is utilizing the ABCDE's of problem solving important?
- What does being trustworthy have to do with perception?
- How do you perform safety checks before climbing wall, and low and high element participation.

	<p><i>spotting during low element participation.</i></p> <ul style="list-style-type: none"> • <i>Understand the safety protocols for belaying using a team belay.</i> • <i>Understand the safety protocols for belaying using an Australian belay.</i> • <i>Understands the safety protocols for performing a backup belay</i> • <i>Understand the safety protocols for setting up and using a sling-shot belay.</i> • <i>Understands the purpose of having local operating procedures.</i> 	<ul style="list-style-type: none"> • <i>How do you check the condition of various types of equipment (ropes, harnesses, gear, elements).</i> • <i>What are some of the safety concerns with participation in climbing activities?</i> • <i>What is the number one cause of ropes course and climbing wall injuries?</i> • <i>Why is the BARK system in place?</i> • <i>What is the difference between challenge by choice and challenge by cohesion?</i> • <i>How do you protect physical, emotional, environmental, and personal safety during communication activities?</i> • <i>How do you protect physical, emotional, environmental, and personal safety during problem solving activities?</i> • <i>How do you protect physical, emotional, environmental, and personal safety during trust activities?</i> • <i>How do you protect physical, emotional, environmental, and personal safety when spotting?</i> • <i>How do you protect physical, emotional, environmental, and personal safety when belaying?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Know why using P.E.E.P. is important during adventure</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Protect use P.E.E.P. to identify safety concerns during adventure</i>

	<p><i>activities (Personal, Environmental, Emotional, and Physical Safety)</i></p> <ul style="list-style-type: none"> • <i>Know the Challenge by Choice philosophy.</i> • <i>Know that challenge course participation is not for everyone.</i> • <i>Know the importance of the various “roles” someone make take on during adventure activities.</i> • <i>Know the key components of effective communication.</i> • <i>Know the ABCDE problem solving process (Ask, Brainstorm, Choose, Do, Evaluate).</i> • <i>Know what it means to be trustworthy</i> • <i>Know the safety protocols for spotting during low element participation.</i> • <i>Know the safety protocols for belaying using a team belay.</i> • <i>Know the safety protocols for belaying using an Australian belay.</i> • <i>Know the safety protocols for performing a backup belay</i> • <i>Know the safety protocols for setting up and using a sling-shot belay.</i> • <i>Know how to perform a pre-climb safety check.</i> • <i>Know the purpose of having local operating procedures.</i> 	<p><i>activities (Personal, Environmental, Emotional, and Physical Safety)</i></p> <ul style="list-style-type: none"> • <i>Implement the Challenge by Choice philosophy.</i> • <i>Accept their “roles” during adventure activities, and support others in their “role”.</i> • <i>Implement effective communication techniques or skills.</i> • <i>Use the ABCDE problem solving process (Ask, Brainstorm, Choose, Do, Evaluate).</i> • <i>Display trustworthy behaviors.</i> • <i>Follow safety protocols for spotting during low element participation.</i> • <i>Follow the safety protocols for belaying using a team belay.</i> • <i>Follow the safety protocols for belaying using an Australian belay.</i> • <i>Follow the safety protocols for performing a backup belay</i> • <i>Follow the safety protocols for setting up and using a sling-shot belay.</i> • <i>Perform a pre-climb safety checks.</i> • <i>Follow local operating procedures.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
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PERFORMANCE TASK(S):
Name Games and Initiatives

- *Flip the Bird*
- *High Five Partner*
- *Moon Ball*
- *Human Being*
- *Giant Jump Rope – Name Game/Initiative*
- *Commonalities*
- *Giants, Wizards, and Elves*
- *Partner Interview*
- *1, 2, 3,10*
- *Frogs and Flies*
- *Human Scavenger Hunt*
- *Bopher Tag*
- *Snort*
- *Eye Tag*

Communication Activities

- *William Tell*
- *Sherpa Walk*
- *Body Language*
- *Looker, Talker, Mover, Toucher*
- *Blind forms*
- *Minefield/Junkyard/With Mouse Traps*

Problem Solving Activities

- *Pipeline (Giant, No English)*
- *Infinite Circle*
- *Sherpa Knot*
- *2X4*
- *Electric Fence*
- *Monster Walk*
- *Nuclear Waste*
- *Human Ladder*
- *Grid (Buzz)*

Trust Activities

- *Car and Driver*
- *Learning to Spot*
- *Verbal Contract*

- *2 on 1 Spot*
- *Tick Tock Spot*
- *Scarecrow Spot*
- *Willow in the Wind w/Levitation*
- *Chair Flip*
- *Mousetraps*
- *Trust Dive (Zipper Fly On)*

Low Rope Elements

- *TP (Telephone Pole) Shuffle*
- *Spiders Web*
- *The Muez*
- *Worm Hole*
- *Kings Finger*
- *Electric Fence*

High Rope Elements

- *Dangle - Duo*
- *Cat Walk*
- *Climbing Wall*
- *Two Line Bridge*
- *Pirates Crossing*
- *Floating Islands*
- *Multi-Vine*
- *Zip Line*
- *Flying Squirrel*
- *Pamper Jump*
- *Tension Traverse*

OTHER EVIDENCE:

COURSE NAME: PE 10-12 Adventure

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Adventure
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Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer		
	<i>Students will be able to recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction. (Standard 5)</i>		
	Meaning		
	UNDERSTANDINGS <i>Students will...</i>	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)	
	<ul style="list-style-type: none"> • Understand appropriate use of the challenge by choice philosophy. 	<ul style="list-style-type: none"> • What are some reasons that people have different levels of comfort when participating in adventure activities? • How can we support others with different comfort levels during adventure activities? • What is the difference between challenge by choice and choosing to not participate in class? 	
	Acquisition		
	<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i>	<i>Students will be skilled at (DO)...</i>	
	<ul style="list-style-type: none"> • Students will know how and when to utilize challenge by choice. • Students will know how to choose their appropriate level 	<ul style="list-style-type: none"> • Students will implement challenge by choice when they feel emotionally, or personally nervous about the activities. • Students will find appropriate levels of participation that are within their comfort 	

	<ul style="list-style-type: none"> • <i>of challenge.</i> Students will know how to support others challenge choices. 	<i>level.</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: PE 10-12 Rock Climbing			
<i>Developers: PE committee</i>	<i>Development Date: 2015-16</i>	<i>Instructional Level: 10-12</i>	<i>Unit: Rock Climbing</i>

Stage 1 - Desired Results	
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer
	<i>Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)</i>
	Meaning

<p>more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)</p> <ul style="list-style-type: none"> 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) 	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>Understand the importance of performing a two person spotting technique correctly.</i> <i>Understand the purpose of tying a variety of knots for specific applications.</i> <i>Understand the purpose and importance of checking and coiling a rope.</i> <i>Understand how to inspect personal equipment.</i> <i>Understand how to correctly put on a harness.</i> <i>Understand the importance of performing a backup belay correctly.</i> <i>Understand the importance of performing a team belay correctly.</i> <i>Understand the importance of performing an Australian belay correctly.</i> <i>Understands the key elements of a one sling-shot belay.</i> <i>Understand why it is important to have control of the rope below the friction/belay device.</i> <i>Understands the safety concerns associated with each belay system.</i> <i>Understand the difference between a static belay, dynamic, team belay, a stationary belay.</i> <i>Understand the importance of performing belay safety checks.</i> <i>Understand the importance of utilizing climbing communication.</i> <i>Understand when it is important to incorporate various hand hold</i> 	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <i>When is spotting necessary during rock climbing activities?</i> <i>What activities require spotting techniques that are different from a traditional two person spotting technique?</i> <i>When is it important to check a climbing rope?</i> <i>Why is it important to coil a rope for storage?</i> <i>What things should you look for when inspecting equipment? (age, condition, retirement markings)</i> <i>How do I know if a harness is put on correctly?</i> <i>What are the important technique cues that will ensure correct spotting technique?</i> <i>What are the acceptable knots that may be used during rock climbing activities at Holmen High School?</i> <i>How do I check a knot to be sure that it is tied correctly.</i> <i>How does a team belay work on the climbing wall course?</i> <i>How does an Australian belay work?</i> <i>How does a sling-shot belay work?</i> <i>Why is it important to have control of the belay device/friction device at all times?</i> <i>What does going to a break mean?</i> <i>How does a backup belay work?</i> <i>What are the safety concerns associated with each belay system?</i> <i>What is the number one cause of</i>
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	<ul style="list-style-type: none"> <i>techniques during the rock climbing (mantle, side pull, counter pressure, jamming, matching, crossing over)</i> <i>Understand when it is appropriate to incorporate foothold techniques during rock climbing (edging, smearing, foot change, heel hook, flagging, high stepping, stemming, lie back)</i> 	<p><i>accidents on ropes course and climbing wall activities?</i></p> <ul style="list-style-type: none"> <i>What are the steps of the BARK safety check method?</i> <i>How many people should be involved in the BARK safety check?</i> <i>Why do we utilize a climbing communication system?</i> <i>Why do we need to utilize various hand hold techniques during rock climbing?</i> <i>What is the advantage to using various foothold techniques during rock climbing?</i> <i>What does it mean to climb on your skeletal system?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>Know the key techniques utilized in performing a two person spot.</i> <i>Know how to correctly check a rope.</i> <i>Know how to correctly coil a rope.</i> <i>Know how to correctly inspect equipment used for climbing.</i> <i>Know how to correctly put on a harness.</i> <i>Know how to tie the knots utilized in the adventure education units (eight, trace 8, bowline on a bight, stopper knot, clove hitch, alpine butterfly)</i> <i>Know the key techniques used in performing a team belay.</i> <i>Know how to correctly hook into a team belay system.</i> <i>Know the key techniques used in performing an Australian belay.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Students will be able to perform a two person spot with correct technique on the traverse wall or during low elements that require spotting. (spoons, correct stance, proximity, lowering)</i> <i>Students will be able to correctly check a rope (visual & tactile inspection)</i> <i>Students will be able to correctly coil a rope.</i> <i>Students will be able to inspect the equipment used before climbing (age, condition, retirement markings)</i> <i>Students will be able to put on a harness correctly.</i> <i>Students will be able to correctly tie an eight, trace 8, bowline on a bight, stopper knot, clove hitch, and alpine butterfly)</i>

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| | <ul style="list-style-type: none"> • Know how to correctly hook into an Australian belay system. • Know the key techniques used in performing a backup belay (stance, slip, slap, slide, break). • Know the key techniques used in performing a sling-shot belay (stance, double punch, PBUS method). • Know how to correctly set up and hook into a sling-shot belay system. • Know how to control the ropes below the friction device on sling-shot belay. • Know the differences between the different belay systems (static, dynamic, stationary, team, traversing) • Know how to perform a pre-climb safety check (BARK). • Know the climbing communication system used in the School District of Holmen. • Know the terminology associated with various hand hold techniques during the rock climbing (mantle, side pull, counter pressure, jamming, matching, crossing over) • Know the terminology associated with various foothold techniques during rock climbing (edging, smearing, foot change, heel hook, flagging, high stepping, stemming, lie back) | <ul style="list-style-type: none"> • Students will be able to correctly perform a team belay (eyes on climber, break hands on rope, correct hook ins, taking in slack, giving slack, and lowering) • Students will be able to correctly perform an Australian Belay (eyes on climber, correct stance, correct hook ins, taking in slack, giving slack, and lowering) • Students will be able to correctly perform a backup belay (eyes on climber, correct stance, taking in slack, giving slack, lowering & breaking) • Students will be able to correctly perform an Sling-shot belay (eyes on climber, correct stance, correct knots, correct hook ins, taking in slack, giving slack, controls rope below belay device, braking, and lowering). • Students will be able to correctly perform a traversing sling-shot belay (eyes on climber, correct stance, correct knots, correct hook ins, taking in slack, giving slack, following them to the middle and leading them to the end, and lowering). • Students will be able to perform safety checks prior to climbing (BARK). • Students will be able to perform the climbing communication system during appropriate times during climbing activities, and spotted activities. • Students will be able to demonstrate various handhold techniques used for rock climbing (mantle, side pull, counter pressure, jamming, matching, crossing over) • Students will be able to demonstrate |
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		<i>various foothold techniques (edging, smearing, foot change, heel hook, flagging, high stepping, stemming, lie back)</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	<p>PERFORMANCE TASK(S):</p> <p>Day 1 Focus: History and equipment</p> <ul style="list-style-type: none"> • Harnessing • Rope care • Carabiners • Helmets • Knots <p>Day 2 Focus: Body belay and backup belay</p> <ul style="list-style-type: none"> • Brake hand • Slip, slap, slide • Relay races • Fishing in the dark <p>Day 3 Focus: Using a belay device</p> <ul style="list-style-type: none"> • Rope jousting • Threading a belay device • Using the double punch or punch, brake, under, slide (PBUS) belay method • Relay races • Fishing in the dark <p>Day 4 Focus: Belaying off the wall</p> <ul style="list-style-type: none"> • Safety checks: Buckles, buckles, carabiners, belts, anchor, rope, knots (BARK) • Belay contract • 4 person horizontal climbing situation 	

Day 5 Focus: Belaying on the wall

- Stretching
- Belay contract
- Half-wall climbing
- Lowering
- Repetition
- Day 5 Focus: Belay check-off day
- Stretching
- Assessment (Belay Training Checklist)

Day 6 Focus: Handhold techniques

- Various grips
- Mantle
- Side pull
- Counter pressure
- Jamming
- Crossing over
- Matching

Day 7 Focus: Footwork techniques

- Edging
- Smearing
- Foot change
- Heel hook
- Flagging
- High stepping
- Stemming
- Lie back

Day 8 Focus: Leave No Trace ethics

- Group effects on climbing areas
- Climbing etiquette
- Leave No Trace principles

Day 9 Focus: Finding appropriate rock climbing sites

- Introduction to Yosemite Decimal System

Day 10 Focus: Outdoor climbing assessment

	<ul style="list-style-type: none"> Final exam
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Rock Climbing

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Rock Climbing
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Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	<p>Transfer</p> <p><i>Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</i></p> <p>Meaning</p>		
	UNDERSTANDINGS <i>Students will...</i>	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)	
	<ul style="list-style-type: none"> <i>Understand the correct terminology for the equipment used during rock climbing.</i> <i>Understands proper terminology for rock climbing communication and safety checks.</i> <i>Understand technical terms for holds and skills utilized during rock climbing.</i> <i>Understand how utilizing various</i> 	<ul style="list-style-type: none"> <i>Why is it important to use the appropriate terminology when referring to climbing equipment.</i> <i>Why is it important to use proper terminology for climbing communication and safety checks?</i> <i>Why is it important to use</i> 	

	<p><i>body positions and techniques can improve overall climbing success.</i></p>	<ul style="list-style-type: none"> <i>appropriate terminology when referring to climbing techniques.</i> <i>How does utilizing various movement concepts and principles improve overall climbing performance.</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>Know the correct terminology for rock climbing equipment.</i> <i>Know the correct terminology for climbing communication and safety checks.</i> <i>Know the technical terms for footholds, handholds, and skills used during rock climbing.</i> <i>Know how utilizing various body positions and techniques will improve overall climbing success.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Use the correct terminology for rock climbing equipment.</i> <i>Use the correct terminology during rock climbing communication and during safety checks.</i> <i>Use the technical terms for footholds, handholds, and skills used during rock climbing.</i> <i>Incorporate various body positions and techniques to improve overall climbing success.</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: PE 10-12 Rock Climbing

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Rock Climbing
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Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer		
	<i>Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)</i>		
UNDERSTANDINGS <i>Students will...</i> <ul style="list-style-type: none"> • Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1) • Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1) • 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) • Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2) • 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) 	Meaning <ul style="list-style-type: none"> • Understand why using P.E.E.P. is important during rock climbing activities (Personal, Environmental, Emotional, and Physical Safety) • Understand the Challenge by Choice philosophy. • Understands that rock climbing participation is not for everyone. • Understand the key components of effective communication. • Understand what it means to be trustworthy • Understand the safety protocols for spotting during traversing or bouldering activities. • Understand the safety protocols for belaying using a team belay. • Understand the safety protocols for 	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <ul style="list-style-type: none"> • What does PEEP stand for? • Why is using PEEP during climbing activities important? • Explain Challenge by Choice and the positive and negative impact that it can have on student participation? • What are key components to effective communication? • What does being trustworthy have to do with perception? • How do you perform safety checks before climbing wall, and low and high element participation. • How do you check the condition 	

- belaying using an Australian belay.*
- *Understands the safety protocols for performing a backup belay*
 - *Understand the safety protocols for setting up and using a sling-shot belay.*
 - *Understand how to perform pre-climb safety checks.*
 - *Understand how to evaluate a climbing site for safety.*
 - *Understands the purpose of having local operating procedures.*
 - *Understands the purpose of the leave no trace philosophy.*

- of various types of equipment (ropes, harnesses, gear, elements).*
- *What are some of the safety concerns with participation in climbing activities?*
 - *What is the number one cause of ropes course and climbing wall injuries?*
 - *Why is the BARK system in place?*
 - *What is the difference between challenge by choice and challenge by cohesion?*
 - *How do you protect physical, emotional, environmental, and personal safety during communication activities?*
 - *How do you protect physical, emotional, environmental, and personal safety during problem solving activities?*
 - *How do you protect physical, emotional, environmental, and personal safety during trust activities?*
 - *How do you protect physical, emotional, environmental, and personal safety when spotting?*
 - *How do you protect physical, emotional, environmental, and personal safety when belaying?*
 - *Why do we perform pre-climb safety checks.*
 - *Why do we evaluate a climbing site for safety prior to climbing.*
 - *Why do we have local operating procedures?*
 - *Why is it important to follow a*

		<i>leave no trace philosophy?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • Know how the concerns related to P.E.E.P. is important during rock climbing activities (Personal, Environmental, Emotional, and Physical Safety) • Know the Challenge by Choice philosophy. • Know why rock climbing participation is not for everyone. • Know why effective communication is important during rock climbing activities. • Know what it means to be trustworthy. • Know the safety protocols for spotting during traversing or bouldering activities. • Know the safety protocols for belaying using a team belay. • Know the safety protocols for belaying using an Australian belay. • Know the safety protocols for performing a backup belay • Know the safety protocols for setting up and using a sling-shot belay. • Know how to perform pre-climb safety checks. • Know how to evaluate a climbing site 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Recognize potential risks related to P.E.E.P. when rock climbing (Personal, Environmental, Emotional, and Physical Safety) • Follow and embrace the Challenge by Choice philosophy. • Support others own challenges when rock climbing. • Utilize effective communication with the belay team during rock climbing activities. • Display trustworthy behaviors. • Follow and implement the safety protocols when spotting during traversing or bouldering activities. • Follow and implement the safety protocols when belaying using a team belay. • Follow and implement the safety protocols when belaying using an Australian belay. • Follow and implement the safety protocols when performing a backup belay • Follow and implement the safety protocols when setting up

	<p><i>for safety.</i></p> <ul style="list-style-type: none"> • <i>Know the purpose of having local operating procedures.</i> • <i>Know the leave no trace philosophy.</i> 	<p><i>and using a sling-shot belay.</i></p> <ul style="list-style-type: none"> • <i>Perform pre-climb safety checks.</i> • <i>Evaluate a climbing site for safety.</i> • <i>Follow the local operating procedures for the rock climbing wall.</i> • <i>Follow the leave no trace philosophy.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Rock Climbing

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Rock Climbing
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Stage 1 - Desired Results

ESTABLISHED GOALS	Transfer
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<p>(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</p> <ul style="list-style-type: none"> Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.⁵¹ (S5.H2.L2) Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.⁵² (S5.H4.L2) 	<p><i>Students will be able to recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction. (Standard 5)</i></p>
<p>Meaning</p>	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>Understand appropriate use of the challenge by choice philosophy.</i> <i>Understand where to find information on local areas to rock climb.</i> <i>Understand where to find local rock climbing organizations and clubs that someone could become involved with.</i> <p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>What are some reasons that people have different levels of comfort when participating in rock climbing activities?</i> <i>How can we support others with different comfort levels during rock climbing activities?</i> <i>What is the difference between challenge by choice and choosing to not participate in class?</i> <i>Why would someone join a climbing club or climbing group.</i>
<p>Acquisition</p>	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>Students will know how and when to utilize challenge by choice.</i> <i>Students will know how to choose their appropriate level of challenge.</i> <i>Students will know how to support others challenge choices.</i> <i>Know local areas to rock climb.</i> <i>Know how to contact local climbing groups or organizations to become involved with.</i> <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Students will implement challenge by choice when they feel emotionally, or personally nervous about the activities.</i> <i>Students will find appropriate levels of participation that are within their comfort level.</i> <i>Students will identify local climbing clubs and organizations.</i>

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Outdoor Pursuits

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Overnight Hiking, Bouldering, Rock Climbing, Caving, Canoeing, Kayaking, Orienteering, Geocaching, Mountain Biking, Cycling, Snowshoeing, Cross Country Skiing, Trail Running
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Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) <ul style="list-style-type: none">Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-	Transfer
	<i>Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)</i>
	Meaning

<p>performance activities, aquatics, net/wall games or target games). (S1.H1.L1)</p> <ul style="list-style-type: none"> 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) 	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>Understand the basic techniques and movements needed for participating in selected outdoor pursuits at a novice or beginning level.</i> <i>Understand the techniques and movements needed for participating in selected outdoor pursuit at an intermediate level.</i> <i>Understands the advanced techniques and movements needed for participating in selected outdoor pursuits at an advanced level.</i> <i>Understands that adjusting techniques and movements may be necessary due to changes in terrain or environmental conditions.</i> <i>Understands how to inspect activity-specific equipment for selected outdoor pursuit.</i> <i>Understands how to perform basic maintenance on activity specific equipment for selected outdoor pursuit.</i> 	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>What are the basic techniques and movements needed for participating in selected outdoor pursuits at a novice or beginning level?</i> <i>What are the techniques and movements needed for participating in selected outdoor pursuit at an intermediate level?</i> <i>What are the advanced techniques and movements needed for participating in selected outdoor pursuits at an advanced level?</i> <i>Why are adjusting techniques and movements necessary due to changes in terrain or environmental conditions?</i> <i>Why is it important to properly inspect activity-specific equipment for a selected outdoor pursuit?</i> <i>Why is it important to properly perform basic maintenance on activity specific equipment for selected outdoor pursuit?</i>
<p>Acquisition</p>		<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <p><i>Students will be skilled at (DO)...</i></p>

Stage 2 - Evidence How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria		Assessment Evidence
		PERFORMANCE TASK(S):
		OTHER EVIDENCE:

COURSE NAME: PE 10-12 Outdoor Pursuits			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Overnight Hiking, Bouldering, Rock Climbing, Caving, Canoeing, Kayaking, Orienteering, Geocaching, Mountain Biking, Cycling, Snowshoeing, Cross Country Skiing, Trail Running

Stage 1 - Desired Results	
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) • Applies the terminology associated with	Transfer <i>Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</i>

		<i>Meaning</i>
<p>exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)</p> <ul style="list-style-type: none"> • 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) 	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> • <i>Understand the correct terminology for the equipment used during selected outdoor pursuits.</i> • <i>Understand technical terms for movements and skills utilized during selected outdoor pursuits.</i> • <i>Understand how utilizing various body positions and techniques can improve overall success during selected outdoor pursuits.</i> 	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> • <i>Why is it important to use the appropriate terminology when referring to the equipment used during selected outdoor pursuit.</i> • <i>Why is it important to use appropriate terminology when referring to specific movements or techniques used during selected outdoor pursuit.</i> • <i>How does utilizing various movement concepts and principles improve overall performance.</i>
<i>Acquisition</i>		
<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Know the correct terminology for the equipment used during selected outdoor pursuit.</i> • <i>Know the technical terms for techniques and skills used during selected outdoor pursuits.</i> • <i>Know how utilizing various body positions and techniques will improve overall success.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Use the correct terminology for equipment used during selected outdoor pursuit.</i> • <i>Use the technical terms for techniques and skills used during the selected outdoor pursuit.</i> • <i>Incorporate various body positions and techniques to improve overall success.</i> 	
Stage 2 - Evidence		
<p>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</p>		

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Outdoor Pursuits

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Overnight Hiking, Bouldering, Rock Climbing, Caving, Canoeing, Kayaking, Orienteering, Geocaching, Mountain Biking, Cycling, Snowshoeing, Cross Country Skiing, Trail Running
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Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer		
	<i>Students will be able to demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (Standard 3)</i>		
	Meaning		
	UNDERSTANDINGS <i>Students will...</i>	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i>	<ul style="list-style-type: none"> • <i>Understand the risks associated with exercising in the heat, humidity and cold.</i> • <i>Understand how to appropriately dress for exercising in the heat,</i> • <i>What are the risks associated with exercising in the heat?</i> • <i>What are the risks associated</i>

	<p><i>humidity, and cold.</i></p> <ul style="list-style-type: none"> • <i>Understand methods to prevent illness or injury while exercising in the heat, humidity, and cold.</i> • <i>Understand the meaning of perceived exertion and how it relates to pacing.</i> • <i>Understand the steps necessary to plan, and train for a community exercise event.</i> 	<p><i>with exercising in the humidity?</i></p> <ul style="list-style-type: none"> • <i>What are the risks associated with exercising in the cold?</i> • <i>How does someone appropriately dress for exercising in the heat?</i> • <i>How does someone appropriately dress for exercising in the humidity?</i> • <i>How does someone appropriately dress for exercising in the cold?</i> • <i>What steps can someone take to prevent illness or injury while exercising in the heat, humidity, and cold?</i> • <i>What is the meaning of perceived exertion?</i> • <i>What is the purpose of pacing during exercise?</i> • <i>What are the steps to planning for, and training for a community exercise event?</i>
Acquisition		
<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Know the risks associated with exercising in the heat.</i> • <i>Know the risks associated with exercising in the humidity.</i> • <i>Know the risks associated with exercising in the cold.</i> • <i>Know how to appropriately dress for exercising in the heat.</i> • <i>Know how to appropriately dress for exercising in the humidity?</i> 		<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Prepare appropriately for exercising in the heat.</i> • <i>Prepare appropriately for exercising in the humidity.</i> • <i>Prepare appropriately for exercising in the cold.</i> • <i>Dress appropriately for exercising in the heat.</i> • <i>Dress appropriately for exercising in the humidity?</i>

	<ul style="list-style-type: none"> • Know how to appropriately dress for exercising in the cold? • Know preventative steps to take to prevent illness or injury while exercising in the heat, humidity, and cold. • Know the meaning of perceived exertion. • Know the purpose of pacing during exercise. • Know the steps need to plan for, and train for a community exercise event. 	<ul style="list-style-type: none"> • Dress appropriately or exercising in the cold? • Take the necessary steps to prevent illness or injury while exercising in the heat, humidity, and cold. • Use their knowledge perceived exertion to pace themselves during exercise. • Develop a plan for, and train for a community exercise event.
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Outdoor Pursuits

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Overnight Hiking, Bouldering, Rock Climbing, Caving, Canoeing, Kayaking, Orienteering, Geocaching, Mountain Biking, Cycling, Snowshoeing, Cross Country Skiing, Trail Running
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Stage 1 - Desired Results	
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer <i>Students will be able to exhibit responsible personal and social behavior that respects self and others.</i> (Standard 4)
UNDERSTANDINGS <i>Students will...</i>	Meaning ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i>
<ul style="list-style-type: none"> • Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1) • Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1) • 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) • Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2) • 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) 	<p>UNDERSTANDINGS</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Understand physical safety concerns or considerations when participating in selected outdoor pursuit (hydration, shelter, food, fitness level). • Understand environmental safety concerns or considerations when participating in selected outdoor pursuit (deep or moving water, slippery terrain, dangerous animals, insects, poor weather, loose rock, fallen & falling trees, . • Understand emotional safety concerns or considerations when participating in selected outdoor pursuit (being uncomfortable with the potential risks, being uncomfortable with own skills, being uncomfortable with other people participating). • Understand personal safety concerns or considerations when participating in selected outdoor pursuit (appropriate gear, appropriate dress, judgement errors, being unprepared, planning activity, slips & falls, exceeding personal abilities, following safety guidelines, appropriate role modeling) . <p>ESSENTIAL QUESTIONS</p> <p><i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> • What are the physical safety concerns or considerations when participating in a selected outdoor pursuit? • What are the environmental safety concerns or considerations when participating in a selected outdoor pursuit? • What are the emotional safety concerns or considerations when participating in a selected outdoor pursuit? • What are the personal safety concerns or considerations when participating in a selected outdoor pursuit? • How would you plan a trip for the selected outdoor pursuit activity taking into account physical, emotional, environmental, and personal safety? • Why do human factors + environmental factors = accident potential? • What does the challenge by choice philosophy have to do with participation in the selected outdoor pursuit? • Why participation in a selected outdoor

	<ul style="list-style-type: none"> • Understand how to plan for participation in selected outdoor pursuit activity, taking into account physical, emotional, environmental, and personal safety. • Understand that human factors + environmental factors = accident potential. • Understand the Challenge by Choice philosophy. • Understands that participation in selected outdoor pursuit may not be for everyone. • Understand the key components of effective communication. • Understand what it means to be a trustworthy person. • Understand the purpose of the leave no trace philosophy. • Understands the purposes of the tread lightly philosophy. 	<p>pursuit is may not be for everyone?</p> <ul style="list-style-type: none"> • Why is having effective communication important during the selected outdoor pursuit? • Why is being a trustworthy group member important during participation in the selected outdoor pursuit activity? • What is the leave no trace philosophy? • What is the tread lightly philosophy?
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • Know specific physical safety concerns or considerations when participating in a selected outdoor pursuit (hydration, shelter, food, fitness level) . • Know specific environmental safety concerns or considerations when participating in a selected outdoor pursuit (deep or moving water, slippery terrain, dangerous animals, insects, poor weather, loose rock, fallen & falling trees, . • Know specific emotional safety concerns or considerations when participating in a selected outdoor pursuit (being uncomfortable with the potential risks, being uncomfortable with own skills, being 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Identify specific physical safety concerns or considerations when participating in a selected outdoor pursuit (hydration, shelter, food, fitness level) . • Identify specific environmental safety concerns or considerations when participating in a selected outdoor pursuit (deep or moving water, slippery terrain, dangerous animals, insects, poor weather, loose rock, fallen & falling trees). • Identify specific emotional safety concerns or considerations when participating in a selected outdoor pursuit (being uncomfortable with the potential risks, being uncomfortable with own skills, being uncomfortable with other

	<p><i>uncomfortable with other people participating).</i></p> <ul style="list-style-type: none"> • <i>Know specific personal safety concerns or considerations when participating in a selected outdoor pursuit (appropriate gear, appropriate dress, judgement errors, being unprepared, planning activity, slips & falls, exceeding personal abilities, following safety guidelines, appropriate role modeling)</i> • <i>Know how to put together a plan for participation in a selected outdoor pursuit activity taking into account physical, emotional, environmental, and personal safety.</i> • <i>Know that human factors + environmental factors = accident potential.</i> • <i>Know the Challenge by Choice philosophy.</i> • <i>Know that participation in a selected outdoor pursuit may not be for everyone.</i> • <i>Know the key components of effective communication.</i> • <i>Know what it means to be a trustworthy person.</i> • <i>Know the leave no trace philosophy.</i> • <i>Know the Tread Lightly philosophy.</i> 	<p><i>people participating).</i></p> <ul style="list-style-type: none"> • <i>Identify specific personal safety concerns or considerations when participating in a selected outdoor pursuit (appropriate gear, appropriate dress, judgement errors, being unprepared, planning activity, slips & falls, exceeding personal abilities, following safety guidelines, appropriate role modeling).</i> • <i>Put together a plan for participation in a selected outdoor pursuit activity taking into account physical, emotional, environmental, and personal safety.</i> • <i>Explain why or how human factors + environmental factors = accident potential.</i> • <i>Implement the Challenge by Choice philosophy.</i> • <i>Support others on in their challenge level because participation in a selected outdoor pursuit may not be for everyone.</i> • <i>Display effective communication</i> • <i>Display trustworthy behavior that is respectful, responsible, and safe.</i> • <i>Follow the leave no trace philosophy.</i> • <i>Follow the Tread Lightly philosophy.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Outdoor Pursuits

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Overnight Hiking, Bouldering, Rock Climbing, Caving, Canoeing, Kayaking, Orienteering, Geocaching, Mountain Biking, Cycling, Snowshoeing, Cross Country Skiing, Trail Running
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Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer		
	<i>Students will be able to recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction. (Standard 5)</i>		
UNDERSTANDINGS <i>Students will...</i> <ul style="list-style-type: none"> • Understand how to choose an appropriate level of challenge based on skills, knowledge, and comfort. • Understand where to find information on local areas to participate in selected outdoor pursuits. • Understand the how to join local organizations and clubs focused on the selected outdoor pursuit. 	Meaning	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)	<ul style="list-style-type: none"> • What are some reasons that people have different levels of comfort when participating in a selected outdoor pursuit? • How can we support others with different comforts levels during a selected outdoor pursuit? • Why is it important to choose a level of participation that meets your level of skill when participating in a selected outdoor pursuit? • What are some reasons why someone would join an organization devoted to a selected outdoor pursuit? • What are some local organizations that are

		<i>devoted to the selected outdoor pursuit?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Students will know how and when to utilize challenge by choice.</i> • <i>Students will know how to evaluate their skill levels so as to choose their appropriate level of challenge.</i> • <i>Students will know how to support others' challenge choices.</i> • <i>Know local areas to participate in selected outdoor pursuits activities.</i> • <i>Know how to contact local groups or organizations to become involved with the selected outdoor pursuit?</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Students will choose a challenge that reflects their skills, knowledge and comfort level when selecting participation options within the selected outdoor pursuit.</i> • <i>Students will support others both physically and emotionally during selected outdoor pursuits.</i> • <i>Students will identify local areas to participate in their selected outdoor pursuit.</i> • <i>Students will identify local organizations devoted to the selected outdoor pursuit.</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: PE 10-12 Lifetime Activities

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	<i>Unit: Lifetime Activities: Fishing, Ice Fishing, Camping, Rollerblading, Longboarding, Archery, Trap Shooting, Hunters, Trapping, and Archery Education, Outdoor Recreational Games.</i>
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Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer
	<i>Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)</i>
UNDERSTANDINGS <i>Students will...</i>	Meaning
	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> • <i>What are examples of physical activities, which you could continue to participate in throughout a lifetime?</i> • <i>What is a physical activity that you are personally interested in participating in throughout your life?</i> • <i>What does competency look like for a particular skill?</i> • <i>How do you improve your skill level?</i> • <i>What steps do you need to take in order to improve your skill level?</i>

		Acquisition
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>What competency look like for an activity-specific movement skill in two or more lifetime activities characterized by: knowing the beginner, competent, and proficient skill levels.</i> • <i>How to refine activity-specific movement skills in one or more lifetime activities.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Demonstrating competency and/or refining activity-specific movement skills in two or more lifetime activities.</i> • <i>Refining activity-specific movement skills in one or more lifetime activities.</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: PE 10-12 Lifetime Activities			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Lifetime Activities: Fishing, Ice Fishing, Camping, Rollerblading, Longboarding, Archery, Trap Shooting, Hunters, Trapping, and Archery Education, Outdoor Recreational Games.

Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) <ul style="list-style-type: none"> 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) 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) Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1) 	Transfer
	<i>Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</i>
Meaning	
UNDERSTANDINGS <i>Students will...</i> <ul style="list-style-type: none"> <i>Comprehend the terminology associated with exercise and participation in a wide-variety of lifetime activities.</i> <i>Understand movement concepts and principles (force, motion, rotation, etc.) to analyze and improve performance of self and/or others in a selected skill.</i> <i>Understand the speed/accuracy trade-off in throwing and striking skills.</i> <i>Understand how to create a practice plan to improve performance a self-selected lifetime activity skill.</i> 	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <ul style="list-style-type: none"> <i>What terms do you need to understand in order to participate successfully in a specific lifetime activity?</i> <i>What rules terminology is needed in order to understand the lifetime activity?</i> <i>What equipment terminology is needed in order to understand and participate safely in the lifetime activity?</i> <i>What lifetime activities require movement concepts and principles in order to be successful in the skill (force, motion, rotation, etc.)?</i> <i>How do you use movement concepts and principles (force, motion, rotation, etc.) to analyze and improve your performance in selected lifetime activity skill?</i> <i>How do you use the speed/accuracy trade-off principle to analyze throwing and striking skills?</i> <i>What are the steps to creating a practice plan to improve</i>

		<p><i>performance in a self-selected lifetime activity skill?</i></p> <ul style="list-style-type: none"> • <i>What do you need to include in a practice plan to improve performance in a self-selected lifetime activity skill?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>The terminology associated with exercise and participation in a wide-variety of lifetime activities characterized by: rules, equipment, safety considerations and environments.</i> • <i>The movement concepts and principles to analyze and improve performance of self and/or others in a selected skill characterized by: force, motion, rotation, and angles.</i> • <i>Understand the speed/accuracy trade-off in throwing and striking skills characterized by: how to use the principle and the advantages/ disadvantages of changing speeds for accuracy.</i> • <i>How to create a practice plan to improve performance on a self-selected lifetime activity skill characterized by: assessing a skill, knowing the steps to creating a practice plan, and developing activities and drills to improve.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Using the terminology correctly while participating in a wide-variety of lifetime activities.</i> • <i>Using movement concepts and principles effectively in order to improve performance of a selected lifetime skill.</i> • <i>Demonstration movement concepts and principles correctly while performing a lifetime skill.</i> • <i>Using the speed/ accuracy trade-off principle effectively while performing throwing and striking skills.</i> • <i>Demonstrating how to change speeds effectively during throwing and striking skills.</i> • <i>Creating and using a practice plan to improve performance on a self-selected lifetime activity skill.</i>

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
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	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Lifetime Activities

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Lifetime Activities: Fishing, Ice Fishing, Camping, Rollerblading, Longboarding, Archery, Trap Shooting, Hunters, Trapping, and Archery Education, Outdoor Recreational Games.
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Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer		
	<i>Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)</i>	Meaning	
UNDERSTANDINGS <i>Students will...</i>	<ul style="list-style-type: none"> <i>Understand physical safety concerns or considerations when participating in selected lifetime activities (hydration, shelter, food, fitness level).</i> <i>Understand emotional safety concerns or considerations when participating in lifetime activities (being uncomfortable with the potential risks, being uncomfortable with own</i> 	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)	<ul style="list-style-type: none"> <i>What are the physical safety concerns or considerations when participating in a selected lifetime activity?</i> <i>What are the environmental safety concerns or</i>

<p>alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)</p>	<ul style="list-style-type: none"> • <i>skills, being uncomfortable with other people participating).</i> • <i>Understand the key components of effective communication.</i> • <i>Understand self-management while being physically active.</i> • <i>Understand proper etiquette, respectful for others and teamwork while engaging in lifetime activities.</i> 	<p><i>considerations when participating in a selected lifetime activity?</i></p> <ul style="list-style-type: none"> • <i>What are the emotional safety concerns or considerations when participating in a selected lifetime activity?</i> • <i>Why is having effective communication important during the selected lifetime activity?</i> • <i>What does self-management during physical activity look like?</i> • <i>Why is it important to be able to self-manage?</i> • <i>What does proper etiquette look like in a variety of lifetime activities?</i> • <i>How do you show respect for others and teamwork in a variety of lifetime activities?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Know specific physical safety concerns or considerations when participating in a selected lifetime activity (hydration, shelter, food, fitness level) .</i> • <i>Know specific emotional safety concerns or considerations when participating in a selected lifetime activity (being uncomfortable with the potential risks, being uncomfortable with own skills, being uncomfortable with other people participating).</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Participating safely in a variety of lifetime activities.</i> • <i>Using communication effectively in a variety of lifetime activities.</i> • <i>Self-managing their behavior during lifetime activities.</i> • <i>Using proper etiquette and being respectful in a variety of lifetime activities.</i> • <i>Working with group members</i>

	<ul style="list-style-type: none"> • <i>Know the key components of effective communication.</i> • <i>Understand self-management while being physically active.</i> • <i>Understand proper etiquette, respectful for others and teamwork while engaging in lifetime activities.</i> 	<i>effectively and respectfully during lifetime activities.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Lifetime Activities

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Lifetime Activities: Fishing, Ice Fishing, Camping, Rollerblading, Longboarding, Archery, Trap Shooting, Hunters, Trapping, and Archery Education, Outdoor Recreational Games.
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Stage 1 - Desired Results

ESTABLISHED GOALS	Transfer
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<p>(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</p> <ul style="list-style-type: none"> Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.51 (S5.H2.L2) Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1) Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1) Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.52 (S5.H4.L2) 	<p><i>Students will be able to recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction. (Standard 5)</i></p>
<p>Meaning</p>	
<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>Understand how to choose an appropriate level of challenge based on skills, knowledge, and comfort.</i> <i>Understands that participation in selected lifetime activities provides opportunities for enjoyment and self-expression.</i> <i>Understand where to find information on local areas to participate in selected lifetime activity.</i> <i>Understand the how to join local organizations and clubs focused on the selected lifetime activities.</i> 	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>What are some reasons that people have different levels of comfort when participating in a selected lifetime activities?</i> <i>How can we support others with different comforts levels during a selected lifetime activities?</i> <i>Why is it important to choose a level of participation that meets your level of skill when participating in a selected lifetime activity?</i> <i>How does participation in a selected lifetime activity provide opportunities for enjoyment and self-expression?</i> <i>What are some reasons why someone would join an organization devoted to a selected lifetime activity?</i> <i>What are some local organizations that are devoted to the selected lifetime activity?</i>
<p>Acquisition</p>	
<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>Students will know how to evaluate their abilities to choose an appropriate level of challenge during the selected</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Students will choose a challenge that reflects their skills, knowledge and comfort level when selecting</i>

	<p><i>lifetime activities.</i></p> <ul style="list-style-type: none"> • Students will know how to support others' abilities during selected lifetime activities. • Know how participation in a selected lifetime activity provides opportunities for enjoyment and self-expression. • Know local areas to participate in selected lifetime activities. • Know how to contact local groups or organizations to become involved with the selected lifetime activities? 	<p><i>participation options within the selected lifetime activities.</i></p> <ul style="list-style-type: none"> • Students will support others both physically and emotionally during selected lifetime activities. • Students will participate in selected lifetime activity because of the opportunities for enjoyment and self-expression that the activity provides them. • Students will identify local areas to participate in their selected lifetime activity. • Students will identify local organizations devoted to the selected lifetime activity.
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Outdoor: Striking & Fielding Games

Developers: PE committee

Development Date: 2015-16

Instructional Level: 10-12

Unit: Softball, Wiffleball, Kickball, Cricket

Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) <ul style="list-style-type: none"> 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) 	Transfer
	<i>Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)</i>
	Meaning
	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>Understand the basic skills of slow-pitch softball.</i> <p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>What skills are needed in order to be a successful slow-pitch softball player?</i> <i>What skills are needed in order to be a successful slow-pitch softball team?</i> <i>What are the basic steps to performing a softball skill?</i>
Acquisition	
<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>The basic skills needed to participate in slow-pitch softball characterized by: hitting, fielding, throwing, pitching, and base running.</i> 	
<p style="text-align: center;">Stage 2 - Evidence</p> <p>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</p>	
Evaluation Criteria	Assessment Evidence

	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Coaches Pre/Post Test Skill Assessment Checklist
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Outdoor: Striking & Fielding Games			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Softball, Wiffleball, Kickball, Cricket

Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer		
	<i>Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</i>		
UNDERSTANDINGS Students will...	Meaning	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)	
<ul style="list-style-type: none"> • 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) • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2) • Describes the speed/accuracy trade-off in throwing and striking skills. (S2.H2.L2) • Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1) • Identifies the stages of learning a motor skill. (S2.H3.L2) 	<ul style="list-style-type: none"> • Understand the terminology associated with rules, positioning, and strategies of slow pitch softball. • Understand the terminology associated with their job/ role on the team. • Understand the historical and cultural role that softball and baseball play in our society. • Understand how to use the 	<ul style="list-style-type: none"> • What are the rules that you need to know to be able to understand the flow of the softball game while participating? • What terms do you need to know in order to perform your team job/ role effectively? • How do you utilize positioning while 	

	<p><i>speed/accuracy trade-off principle accurately while performing the following skills: hitting, throwing, and pitching.</i></p> <ul style="list-style-type: none"> • <i>Understand how to identify areas for improvement and understand how to make a practice plan to improve performance as a coach.</i> • <i>Understand the steps and stages of learning a softball-related motor skill.</i> 	<p><i>you are on defense to help your team be successful?</i></p> <ul style="list-style-type: none"> • <i>How do you use the speed/accuracy trade-off principle accurately while performing the following skills: hitting, throwing, and pitching.</i> • <i>How does speed affect accuracy when hitting, throwing, and pitching?</i> • <i>How can you use speed and accuracy to analyze areas of improvement, and how can the analysis assist with creating a practice plan to improve overall performance?</i> • <i>What are the steps to learning a softball-related motor skill?</i> • <i>How do you progress from basic to more advanced softball skills?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>The rules of softball characterized by: fielding rules, batting rules, and base running rules.</i> • <i>The terms associated with their team role/ job characterized by: coaches, statisticians, journalists, media specialist, umpires, and managers.</i> • <i>The basic historical and cultural roles of baseball and softball characterized by: different societal and country norms.</i> • <i>How to analyze hitting, fielding, throwing, pitching, and base running techniques by using movement concepts and principles to improve</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Using correct terminology during game play, practice, planning, and discussions.</i> • <i>Using and terms associated with their team job in order to do the job correctly and accurately.</i> • <i>Applying the historical and cultural roles of baseball and softball.</i> • <i>Using the speed/accuracy trade-off principle correctly while performing the following skills: hitting, throwing, and pitching in order to achieve the best results.</i> • <i>Coaches will create a practice plan to improve the skills of each team member, and to improve the use of</i>

	<ul style="list-style-type: none"> overall performance. How to identify areas for improvement and understand how to make a practice plan to improve performance. 	team strategy on offensive and defense.
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Stages of Learning a Motor Skill Presentation Historical Assignment Speed/ Accuracy Journal Sport Education Model Role - Assignments & Overall Rubric <ul style="list-style-type: none"> Coaches Statisticians Media Specialist Manager Journalist Umpire 	
	OTHER EVIDENCE:	

COURSE NAME: PE 10-12 Outdoor: Striking & Fielding Games			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Softball, Wiffleball, Kickball, Cricket

Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)			
	<p style="text-align: center;">Transfer</p> <p><i>Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)</i></p>		
	<p style="text-align: center;">Meaning</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 10px; vertical-align: top;"> UNDERSTANDINGS <i>Students will...</i> <ul style="list-style-type: none"> • <i>Understand the difference between personal knowledge, characteristics, skills, and abilities of team members.</i> • <i>Know what proper softball etiquette entails, as well as respect for team members and opponents.</i> • <i>Understand moral and ethical conduct while playing softball.</i> • <i>Understand how to use communication effectively while participating in softball.</i> • <i>Comprehend their softball team leadership role.</i> • <i>Know the best practices for participating safely in slow-pitch softball.</i> </td><td style="padding: 10px; vertical-align: top;"> ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <ul style="list-style-type: none"> • <i>How do you handle a group/team of people with a wide-range of knowledge, personal characteristics, skills, and abilities?</i> • <i>How do you use differences amongst each other to help create a team atmosphere?</i> • <i>How do you put people in positions to be successful when these have a variety of differences?</i> • <i>What are the basic softball rules of etiquette?</i> • <i>How do you show your teammates and opponents respect during successful and unsuccessful situations?</i> • <i>What moral and ethical situations and events are common in striking and fielding games?</i> • <i>How do you perform your team leadership role effectively?</i> • <i>What do you need to know in order to perform your team leadership role correctly?</i> </td></tr> </table>	UNDERSTANDINGS <i>Students will...</i> <ul style="list-style-type: none"> • <i>Understand the difference between personal knowledge, characteristics, skills, and abilities of team members.</i> • <i>Know what proper softball etiquette entails, as well as respect for team members and opponents.</i> • <i>Understand moral and ethical conduct while playing softball.</i> • <i>Understand how to use communication effectively while participating in softball.</i> • <i>Comprehend their softball team leadership role.</i> • <i>Know the best practices for participating safely in slow-pitch softball.</i> 	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <ul style="list-style-type: none"> • <i>How do you handle a group/team of people with a wide-range of knowledge, personal characteristics, skills, and abilities?</i> • <i>How do you use differences amongst each other to help create a team atmosphere?</i> • <i>How do you put people in positions to be successful when these have a variety of differences?</i> • <i>What are the basic softball rules of etiquette?</i> • <i>How do you show your teammates and opponents respect during successful and unsuccessful situations?</i> • <i>What moral and ethical situations and events are common in striking and fielding games?</i> • <i>How do you perform your team leadership role effectively?</i> • <i>What do you need to know in order to perform your team leadership role correctly?</i>
UNDERSTANDINGS <i>Students will...</i> <ul style="list-style-type: none"> • <i>Understand the difference between personal knowledge, characteristics, skills, and abilities of team members.</i> • <i>Know what proper softball etiquette entails, as well as respect for team members and opponents.</i> • <i>Understand moral and ethical conduct while playing softball.</i> • <i>Understand how to use communication effectively while participating in softball.</i> • <i>Comprehend their softball team leadership role.</i> • <i>Know the best practices for participating safely in slow-pitch softball.</i> 	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <ul style="list-style-type: none"> • <i>How do you handle a group/team of people with a wide-range of knowledge, personal characteristics, skills, and abilities?</i> • <i>How do you use differences amongst each other to help create a team atmosphere?</i> • <i>How do you put people in positions to be successful when these have a variety of differences?</i> • <i>What are the basic softball rules of etiquette?</i> • <i>How do you show your teammates and opponents respect during successful and unsuccessful situations?</i> • <i>What moral and ethical situations and events are common in striking and fielding games?</i> • <i>How do you perform your team leadership role effectively?</i> • <i>What do you need to know in order to perform your team leadership role correctly?</i> 		

		<ul style="list-style-type: none"> • <i>What are the safety concerns involved in slow-pitch softball?</i> • <i>How can we prevent injuries in slow-pitch softball?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>How the difference between personal knowledge, characteristics, skills, and abilities of team members can make for a successful team.</i> • <i>Proper softball etiquette, as well as how to be respectful to team members and opponents.</i> • <i>What moral and ethical conduct situations and characteristics play a role in softball and baseball in our society.</i> • <i>The communication techniques of softball.</i> • <i>Their softball team leadership role.</i> • <i>The best practices for participating safely in slow-pitch softball.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Accepting differences between team members and using them respectfully and appropriately.</i> • <i>Using proper softball etiquette, and how to be respectful to team members and opponents during game play.</i> • <i>Using communication techniques effectively and correctly during game play situations.</i> • <i>Performing their softball team leadership role.</i> • <i>Participating safely during softball.</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Team Leadership Role - Rubric <ul style="list-style-type: none"> ◦ Coaches ◦ Statisticians 	

	<ul style="list-style-type: none"> <input type="radio"/> Media Specialist <input type="radio"/> Manager <input type="radio"/> Journalist <input type="radio"/> Umpire
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Outdoor: Striking & Fielding Games			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Softball, Wiffleball, Kickball, Cricket

Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	<p>Transfer</p> <p><i>Students will be able to recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction. (Standard 5)</i></p>		
	Meaning	UNDERSTANDINGS <i>Students will...</i>	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i>
		<ul style="list-style-type: none"> • Understand how to choose an appropriate level of challenge to experience success in softball. • Understand that softball is an opportunity for social interaction and social support. 	<ul style="list-style-type: none"> • What position should you pick based on your ability level and the challenge of each position? • What drills should you be participating in based on your ability level: beginner, average, or advanced?

		<ul style="list-style-type: none"> • How can you use softball as an opportunity for social interaction? • How do people use softball for social support?
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • How to choose an appropriate level of challenge to experience success in softball characterized by: picking an appropriate position, and choosing correct drills to participate in. • How to use softball as an opportunity for social interaction and social support. 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Choosing an appropriate level of challenge to experience success in softball characterized by: picking an appropriate position, and choosing correct drills to participate in. • Using softball as an opportunity for social interaction and social support.
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: PE 10-12 Outdoor Net/ Wall Games

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Net/Wall Games- Volleyball, Tennis, Spikeball
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Stage 1 - Desired Results		
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer <p><i>Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)</i></p>	
<ul style="list-style-type: none"> 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) 	Meaning <p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>understand the technical aspects of movement forms related to maintaining a rally, setting up an attack, winning a point, defending space, defending against attacks, and initiating play</i> 	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)
		<ul style="list-style-type: none"> <i>What are the technical aspects of movement forms as they relate to maintaining a rally, setting up an attack, winning a point, defending space, defending against attacks, and initiating play?</i>
	Acquisition <p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>The skills associated with initiating play in a variety of net/wall game and activities</i> <i>The skills associated with setting up an attack in a variety of net/wall game and activities</i> <i>The skills associated with defending space in a variety of net/wall game and activities</i> <i>The skill associated with winning a point</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Initiating play (serves) in a variety of net/wall games.</i> <i>Setting up an attack (passing, setting, seeing court spaces, opening to teammates, shots for depth) in a variety of invasion games.</i> <i>using base positions, and covering court boundaries in a variety of net/wall games</i> <i>Uses power and accuracy for improved performance (hitting</i>

	<p><i>in a variety of net/wall game and activities</i></p> <ul style="list-style-type: none"> • <i>The skills associated with maintaining a rally in a variety of net/wall game and activities.</i> • <i>The skills associated with defending against attacks in a variety of net/wall game and activities.</i> 	<p><i>downward or to open spaces) in net/wall games</i></p> <ul style="list-style-type: none"> • <i>Reading and anticipating shots to help maintain rallies in a variety of net/wall games</i> • <i>Shifting cover and backing up teammates while defending attacks in a variety net/wall games</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Outdoor: Net/ Wall Games

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Net/Wall Games- Volleyball, Tennis, Spikeball
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Stage 1 - Desired Results

ESTABLISHED GOALS	Transfer
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<p>(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</p> <ul style="list-style-type: none"> Describes the speed/accuracy trade-off in throwing and striking skills.28 (S2.H2.L2) Identifies the stages of learning a motor skill. (S2.H3.L2) 	<p><i>Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</i></p>
<p>Meaning</p>	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>understand how accuracy and speed affects outcomes in a variety of net/wall games.</i> <i>understand how speed affects accuracy and vice versa.</i> <i>understand the progressions of learning a motor skill.</i> <p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>How important are accuracy and speed and the timing of each in net/wall games?</i> <i>How can speed affect accuracy in a variety of net/wall games?</i> <i>What are the progressions to learning a motor skill?</i>
<p>Acquisition</p>	<p>Students will KNOW... (Including Tier II and Tier III vocabulary)</p> <ul style="list-style-type: none"> <i>that accuracy and speed are often associated in net/wall games and selecting the importance of each while making decisions in net/wall games greatly affects outcomes.</i> <i>that an increase in speed often correlates with a decrease in accuracy; inversely, an increase in accuracy generally means a decrease in speed</i> <i>that the stages of learning motor skills progress from:</i> <ul style="list-style-type: none"> <i>non-movement to movement (stationary skills to moving parts)</i> <i>slow to fast (speed, path, and flight of the ball)</i> <i>without equipment to modified equipment to real equipment</i> <p>Students will be skilled at (DO)...</p> <ul style="list-style-type: none"> <i>selecting the appropriate speed and accuracy associated with skills and movements to improve success in net/wall games.</i> <i>preparing progressions for various motor skills associated with net/wall games.</i>

- | | | |
|--|--|--|
| | <ul style="list-style-type: none"> ○ <i>individual to partner to small group</i> ○ <i>beginner (underhand pass) to Intermediate (overhand pass) to advanced (behind the back pass)</i> | |
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Outdoor: Net/ Wall Games

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Net/Wall Games- Volleyball, Tennis, Spikeball
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Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) <ul style="list-style-type: none"> • Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, 	Transfer
	<i>Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)</i>
	Meaning

<p>performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)</p> <ul style="list-style-type: none"> Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2) 	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>Understand the importance of moral conduct in competitive situations and the impact of decisions made in those situations.</i> <i>Understand the importance and role of a group leader in competitive settings.</i> 	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> <i>What does it look like to conduct one's self in a moral manner during competitive situations?</i> <i>What kind of impact does conducting one's self morally have on competitive situations?</i> <i>What is the role of a group leader in a competitive setting?</i> <i>How important is it to have a group leader in a competitive setting?</i>
Acquisition		
<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>that moral conduct is necessary for promoting a positive experience in a competitive situation.</i> <i>that decisions made during competitive situations have an impact on the overall outcome of the activity.</i> <i>that it is important to have a group leader in competitive settings.</i> <i>what role a group leader has during competitive settings.</i> 		<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>conducting themselves in a morally positive manner during competitive activities.</i> <i>making good decisions during competitive activities that will promote positive outcomes.</i> <i>either taking on a leadership role, or respect a given leader's role during competitive activities.</i> <i>Leading a group, or following a leader's directives during competitive activities.</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide		

feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Outdoor: Net/ Wall Games

Developers: PE committee Development Date: 2015-16 Instructional Level: 10-12 Unit: Net/Wall Games- Volleyball, Tennis, Spikeball

Stage 1 - Desired Results

ESTABLISHED GOALS <i>(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</i>	<i>Transfer</i>	
	<i>UNDERSTANDINGS</i> <i>Students will...</i>	<i>ESSENTIAL QUESTIONS</i> <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i>
<ul style="list-style-type: none"> Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2) 	<p><i>Students will be able to recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction. (Standard 5)</i></p>	<p><i>Understand their personal needs of success and challenge to create a desire for participation.</i></p> <p><i>What is your correlation between</i></p>

		<i>challenge / success and your desire to participate?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Their own personal levels of satisfaction and how to alter challenge and success to ensure participation.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Selecting appropriate levels of challenge to ensure levels of success that satisfy their involvement in an activity.</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: PE 10-12 Outdoor: Target Games			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Units: Target Games: Archery, Trap Shooting, Kubb, KanJam, Disc Golf, Bocce Ball, Croquet, Disc Bonk, Golf

Stage 1 - Desired Results		
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer	Meaning
<p>Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)</p>		
UNDERSTANDINGS <i>Students will...</i>	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)	
<ul style="list-style-type: none"> <i>Understand the technical aspects of starting points, target lines, intermediate targets, and release points in a variety of target games.</i> <i>Understand the technical aspects of distance as it relates to force, arm swing, and length of backswing in a variety of target games.</i> 		<ul style="list-style-type: none"> <i>What are the technical aspects of starting points, target lines, intermediate targets, and release points in a variety of target games?</i> <i>What are the technical aspects of distance as it relates to force, arm swing, and length of a backswing in a variety of target games?</i>
Acquisition		
<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>What the technical aspects of a starting point look like in a variety of target games.</i> <i>What the technical aspects of a target line look like in a variety of target games.</i> <i>What the technical aspects of an intermediate target look like in a variety of target games.</i> <i>What the technical aspects of release</i> 		<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Using a consistent starting point with technical considerations based on the situation in a target game</i> <i>Approach a target using the appropriate target line during target games</i> <i>Using intermediate targets to have success in target games involving distances.</i> <i>Having a consistent release point during target games</i>

	<i>points look like in a variety of target games.</i>	
Stage 2 - Evidence How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: PE 10-12 Outdoor: Target Games			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Target Games: Archery, Trap Shooting, Kubb, KanJam, Disc Golf, Bocce Ball, Croquet, Disc Bonk, Golf

Stage 1 - Desired Results	
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer
	<i>Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</i>

<ul style="list-style-type: none"> Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2) Describes the speed/accuracy trade-off in throwing and striking skills. (S2.H2.L2) Identifies the stages of learning a motor skill. (S2.H3.L2) 	Meaning
<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>Understand the historical and cultural roles as they relate to a variety of target games.</i> <i>The importance of adjusting speed and force in arm swing and projectiles in target games.</i> <i>Comprehend the stages of learning motor skills related to a variety of target games.</i> 	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>What is the history and culture behind the target game you are participating in?</i> <i>When is it appropriate to slow down speed and reduce force in the target game?</i> <i>When is it necessary to increase speed and force in the target game?</i> <i>What are the advantages and disadvantages to varying speed?</i> <i>What are the advantages and disadvantages to varying force?</i> <i>What are the stages to learning a target game motor skill?</i> <i>How many stages are there to learning a target game motor skill?</i>
	Acquisition
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>The historical and cultural roles as they relate to a variety of target games.</i> <i>How adjusting speed and force in arm swing and projectiles in target games affects the outcome.</i> <i>The stages of learning motor skills related to a variety of target games.</i> <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Applying the historical and cultural roles of target games while participating in them.</i> <i>Adjusting speed and force correctly, in arm swing and projectiles, while participating in target games.</i> <i>Demonstrating the stages of motor skills related to a variety of target games.</i>

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME:PE 10-12 Outdoor: Target Games

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Target Games: Archery, Trap Shooting, Kubb, KanJam, Disc Golf, Bocce Ball, Croquet, Disc Bonk, Golf
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Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) <ul style="list-style-type: none">• Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2).• Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)• Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury	Transfer <i>Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)</i>
	Meaning UNDERSTANDINGS <i>Students will...</i> <ul style="list-style-type: none">• <i>Understand moral and ethical conduct in specific target game situations.</i>
	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <ul style="list-style-type: none">• <i>What does ethical conduct</i>

<p>prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)</p>	<ul style="list-style-type: none"> <i>Understand others ideas, cultural diversity and body types by engaging in target game projects.</i> <i>Understand best practices for participating safely in target games.</i> 	<p><i>look like while participating in specific target games?</i></p> <ul style="list-style-type: none"> <i>What types of moral situations present themselves during target games?</i> <i>What role does moral and ethical conduct play during competitive target game situations?</i> <i>How does cultural diversity play a role in target games?</i> <i>How do you participate safely during various target games?</i> <i>What safety protocols do you need to apply during various target games?</i>
Acquisition		
<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>What moral and ethical conduct looks like in specific target game situations.</i> <i>How to accept others ideas, cultural diversity and body types by engaging in target game projects.</i> <i>The best practices for participating safely in target games characterized by: rules, safety protocols, etc.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Applying moral and ethical conduct in specific target game situations.</i> <i>Accepting others' ideas, cultural diversity and body types by engaging in target game projects.</i> <i>Applying best practices for participating safely in target games.</i> 	
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	

	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Outdoor: Target Games			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Target Games: Archery, Trap Shooting, Kubb, KanJam, Disc Golf, Bocce Ball, Croquet, Disc Bonk, Golf

Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	<i>Transfer</i>		
	<i>Students will be able to recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction. (Standard 5)</i>		
UNDERSTANDINGS Students will...	<i>Meaning</i>	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)	
<ul style="list-style-type: none"> Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2) Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance. (S5.H4.L2) 	<ul style="list-style-type: none"> <i>Understand different levels of challenge in various target games.</i> <i>Understand the opportunity for social interaction and social support in a self-selected target game.</i> 	<ul style="list-style-type: none"> <i>What are the beginner, competent, and proficient skill levels at which people could challenge themselves during target games?</i> <i>How do you choose an appropriate level of challenge to experience success in a target game?</i> 	

		<ul style="list-style-type: none"> • How can you use target games as an opportunity for social interaction? • What are the social benefits to participating in target games? • How do you ask for social support during target games?
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • The different levels of challenge in various target games. • Evaluate the opportunity for social interaction and social support in a self-selected target game. 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Choosing an appropriate level of challenge to experience success and desire to participate in a self-selected target game. • Evaluating the opportunity for social interaction and social support in a self-selected target game.

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Outdoor: Invasion Unit

Developers: PE	Development	Instructional	Unit: Soccer, Gatorball, Lacrosse, Ultimate Frisbee, Rugby, Flag
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committee	Date: 2015-16	Level: 10-12	Football, Flickerball
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Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer <i>Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)</i>		
	Meaning		
UNDERSTANDINGS Students will... <ul style="list-style-type: none">• understand the technical aspects of movement forms related to starting and restarting play, offense and defense in invasion games.	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?) <ul style="list-style-type: none">• What are the similarities and differences between the skills associated with (a)restarting play, (b)offense, and (c)defense in a variety of invasion games?• What techniques are important in attacking the goal in each invasion game?• What techniques are important in goal keeping, guarding, and pressuring the ball in each invasion game?• What techniques are important in starting/restarting play in each invasion game?		
Acquisition			

	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>The skills associated with starting/restarting play in a variety of invasion games</i> • <i>The skills associated with attacking the goal in a variety of invasion games</i> • <i>The skills associated with goaltending, guarding, and pressuring the ball in a variety of invasion games</i> • <i>How the skills associated with restarting play, offense, and defense transfer from one invasion game to another and how they differ.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Starting/restarting play (Pass-ins, throw-ins, jump balls, kick-ins and face-offs) in a variety of invasion games.</i> • <i>Attacking a goal (passing, throwing, shooting, kicking) in a variety of invasion games.</i> • <i>Stopping a ball/puck, guarding an opponent, and positioning to pressure the ball in a variety of invasion games</i> • <i>Transfer/modify main skills associated with starting/restarting, offense and defense skills from one invasion game to another.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Outdoor: Invasion Unit

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Soccer, Gatorball, Lacrosse, Ultimate Frisbee, Rugby, Flag Football, Flickerball
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Stage 1 - Desired Results		
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer <p><i>Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</i></p>	
		Meaning <p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> • <i>understand how accuracy and speed affects outcomes in a variety of invasion games.</i> • <i>understand how speed affects accuracy and vice versa.</i> • <i>understand the progressions of learning a motor skill.</i>
		ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <ul style="list-style-type: none"> • <i>How important are accuracy and speed and the timing of each in invasion games?</i> • <i>How can speed affect accuracy in a variety of invasion games?</i> • <i>What are the progressions to learning a motor skill?</i>
		Acquisition <p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>that accuracy and speed are often associated in invasion games and selecting the importance of each while making decisions in invasion games greatly affects outcomes.</i> • <i>that an increase in speed often correlates with a decrease in accuracy; inversely, an increase in accuracy generally means a decrease in speed</i> • <i>that the stages of learning motor skills progress from:</i> <ul style="list-style-type: none"> ◦ <i>non-movement to movement (stationary skills</i> <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>selecting the appropriate speed and accuracy associated with skills and movements to improve success in invasion games.</i> • <i>preparing progressions for various motor skills associated with invasion games.</i>

- to moving parts)*
- *slow to fast (speed, path, and flight of the ball)*
 - *without equipment to modified equipment to real equipment*
 - *individual to partner to small group*
 - *beginner (underhand pass) to Intermediate (overhand pass) to advanced (behind the back pass)*

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Outdoor: Invasion Unit

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Soccer, Gatorball, Lacrosse, Ultimate Frisbee, Rugby, Flag Football, Flickerball
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Stage 1 - Desired Results

ESTABLISHED GOALS

Transfer

<p>(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</p> <ul style="list-style-type: none"> • Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2) • Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2) 	<p><i>Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)</i></p>
<p align="center">Meaning</p>	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> • <i>Understand the importance of moral conduct in competitive situations and the impact of decisions made in those situations.</i> • <i>Understand the importance and role of a group leader in competitive settings.</i> <p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> • <i>What does it look like to conduct one's self in a moral manner during competitive situations?</i> • <i>What kind of impact does conducting one's self morally have on competitive situations?</i> • <i>What is the role of a group leader in a competitive setting?</i> • <i>How important is it to have a group leader in a competitive setting?</i>
<p align="center">Acquisition</p>	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>that moral conduct is necessary for promoting a positive experience in a competitive situation.</i> • <i>that decisions made during competitive situations have an impact on the overall outcome of the activity.</i> • <i>that it is important to have a group leader in competitive settings.</i> • <i>what role a group leader has during competitive settings.</i> <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>conducting themselves in a morally positive manner during competitive activities.</i> • <i>making good decisions during competitive activities that will promote positive outcomes.</i> • <i>either taking on a leadership role, or respect a given leader's role during competitive activities.</i> • <i>Leading a group, or following a</i>

		<i>leader's directives during competitive activities.</i>
Stage 2 - Evidence How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: PE 10-12 Outdoor: Invasion Unit			
<i>Developers: PE committee</i>	<i>Development Date: 2015-16</i>	<i>Instructional Level: 10-12</i>	<i>Unit: Soccer, Gatorball, Lacrosse, Ultimate Frisbee, Rugby, Flag Football, Flickerball</i>

Stage 1 - Desired Results	
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer
	<i>Students will be able to recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction. (Standard 5)</i>
	Meaning

in a self-selected physical activity. (S5.H2.L2)	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> • <i>Understand their personal needs of success and challenge to create a desire for participation.</i> 	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> • <i>What is your correlation between challenge / success and your desire to participate?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Their own personal levels of satisfaction and how to alter challenge and success to ensure participation.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Selecting appropriate levels of challenge to ensure levels of success that satisfy their involvement in an activity.</i>
<p>Stage 2 - Evidence</p> <p>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</p>		
Evaluation Criteria	Assessment Evidence	
	<p>PERFORMANCE TASK(S):</p>	
	<p>OTHER EVIDENCE:</p>	

COURSE NAME: PE 10-12 Wellness			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Wellness/ Fitness

Stage 1 - Desired Results		
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer	Meaning
<ul style="list-style-type: none"> Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2) 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) 	<p><i>Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)</i></p>	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>Understand the steps and phases of 2 or more of the following weight training exercises: bench press, back squat, power clean, and deadlift.</i> <i>Understand the technique involved in a variety of upper body, lower body, and core axillary weight training exercises.</i> <i>Understand the technique involved in a variety of body weight training exercises.</i> <i>Understand the technique of 2 or more cardiovascular (aerobic) exercises.</i> <i>Understand the technique of a variety of flexibility related exercises.</i> <i>Understand the technique and sequence to a variety of yoga exercises.</i> <i>Understand the technique to a variety of Pilates exercises.</i> <i>Understand fitness and hip hop dance forms.</i>
		<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>How do you use breathing effectively and safely while participating in: muscular strength ,muscular endurance, aerobic endurance, and flexibility exercises?</i> <i>What is the correct body position when performing muscular strength exercises?</i> <i>What are the different phases/ steps of the muscular strength exercises?</i> <i>What is the correct body position when performing muscular endurance exercises?</i> <i>What are the different phases/ steps of the muscular endurance exercises?</i> <i>What is the correct body position when performing aerobic endurance exercises?</i> <i>What are the different phases/ steps of the aerobic endurance</i>

		<p>exercises?</p> <ul style="list-style-type: none"> • <i>What is the correct body position when performing flexibility exercises?</i> • <i>What are the different phases/steps of the flexibility exercises?</i> • <i>What are some basic yoga poses?</i> • <i>What are some Pilates exercises?</i> • <i>How can you use dance as an avenue to increase your fitness?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>The technique and phases of 2 or more of the following weight training exercises: bench press, back squat, power clean, and deadlift, as characterized by: starting positioning, lowering phases, pushing phases, pulling phases, and finishing positionings.</i> • <i>The technique involved in a variety of upper body, lower body, and core axillary weight training exercises as characterized by: starting positionings, lowering phases, pushing phases, pulling phases, and finishing positionings.</i> • <i>The technique involved in a variety of body weight training exercises characterized by: starting positionings, lowering phases, pushing phases, pulling phases, and finishing positionings.</i> • <i>The technique of 2 or more cardiovascular (aerobic) exercises.</i> • <i>The technique of a variety of flexibility related exercises characterized by: starting positionings, lowering phases, pushing</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Performing the technique and phases of 2 or more of the following weight training exercises: bench press, back squat, power clean, and deadlift.</i> • <i>Performing a variety of upper body, lower body, and core axillary weight training exercises with correct form.</i> • <i>Demonstrating a variety of body weight training exercises.</i> • <i>Performing 2 or more cardiovascular (aerobic) exercises.</i> • <i>Demonstrating proper technique for a variety of flexibility related exercises.</i> • <i>Demonstrating proper technique and sequence for a variety of yoga exercises.</i> • <i>Performing proper technique of a variety of Pilates exercises.</i> • <i>Performing a variety of fitness and hip hop dance forms.</i>

	<p><i>phases, pulling phases, and finishing positionings.</i></p> <ul style="list-style-type: none"> • <i>The technique and sequence to a variety of yoga exercises characterized by: starting positionings, lowering phases, pushing phases, pulling phases, and finishing positionings.</i> • <i>The technique to a variety of Pilates exercises characterized by: starting positionings, lowering phases, pushing phases, pulling phases, and finishing positionings.</i> • <i>A variety of fitness and hip hop dance forms characterized by: upper body movement, lower body movement, and rhythm.</i> 	
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
• Skill Steps Videos of Specific Exercises	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Wellness			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Wellness/ Fitness

Stage 1 - Desired Results		
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) <ul style="list-style-type: none"> Identifies examples of social and technical dance forms. (S2.H4.L1) Compares similarities and differences in various dance forms (S2.H4.L2) 	Transfer	
	<i>Applies knowledge of concepts, principles, strategies, & tactics related to movement & performance.</i> (Standard 2)	
	Meaning	
UNDERSTANDINGS <i>Students will...</i> <ul style="list-style-type: none"> <i>Be able to list examples of social and technical dance forms as it relates to fitness.</i> <i>Compare the similarities and differences in various dance forms as it relates to fitness.</i> 	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <ul style="list-style-type: none"> <i>What are the different types (categories) of dance?</i> <i>What are the similarities and differences of the different types (categories) of dance?</i> <i>What are examples of social dances?</i> <i>What are examples of technical dance forms?</i> <i>How can you use dance as a health-enhancing fitness activity?</i> 	
	Acquisition	
	<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i> <ul style="list-style-type: none"> <i>Students will know the various forms of social and technical dance such as (ballroom, swing, line, polka, cultural, and hip-hop dance).</i> <i>Students will understand various similarities and differences in various dance forms (ballroom, swing, line, polka, cultural, and hip-hop dance)</i> 	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> <i>Demonstrating one of the following dance forms as a fitness-related activity: ballroom, swing, line, polka, cultural, and hip-hop dance.</i>

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
• Journaling	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Wellness

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Wellness/ Fitness
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Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	<i>Transfer</i>
	<i>Meaning</i>
• Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)	<i>Students will be able to demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (Standard 3)</i>

<ul style="list-style-type: none"> Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2) 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) Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. (S3.H4.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) Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1) Demonstrate appropriate technique in resistance-training machines and free weights. (S3.H7.L1) Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1) 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) Calculates target heart rate and applies that information to personal fitness plan. 	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>Know the benefits of a physically active lifestyle in relation to college and career productivity.</i> <i>Be knowledgeable of how physical activity and nutrition both impact body composition.</i> <i>Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.</i> <i>Analyze and apply technology and social media as tools for supporting a healthy, active lifestyle.</i> <i>Evaluate activities that can be pursued in the local environment.</i> <i>Analyze the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.</i> <i>Have the knowledge to participate several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.</i> <i>Know appropriate technique in resistance-training machines and free weights.</i> <i>Evaluate their physiological responses to individual levels of fitness and nutritional balance.</i> <i>Be able to identify types of strength exercises (isometric, concentric, eccentric).</i> <i>Be able to identify types stretching exercises (static, PNF, dynamic).</i> <i>Be able to calculate target heart rate</i> 	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>Why is it important to live a physically active lifestyle in college?</i> <i>What are the benefits to living a physically active lifestyle after you finish with school?</i> <i>What is the role of physical activity and nutrition as it relates to body composition?</i> <i>How can you use technology and social media to support a healthy, active lifestyle?</i> <i>How do you know what fitness claims, products, and programs are valid and safe?</i> <i>What are examples of physical activity events and opportunities that can be pursued in our community?</i> <i>How does personal life choices, economics, motivation, and accessibility each relate to participation in physical activity?</i> <i>What are the steps to using appropriate technique in a variety of resistance-training machines and free weights?</i> <i>How do you choose a physical activity to participate in outside of the school day?</i> <i>What are your physiological responses to certain types of fitness?</i> <i>How does nutrition play a role in your physiological responses?</i> <i>What does appropriate technique look like when using resistance-training machines and free weight exercises?</i>
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<p>(S3.H10.L1)</p> <ul style="list-style-type: none"> • 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) • 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) • 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) • Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1) • Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L1) • Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L2) 	<p><i>and apply it to their personal training.</i></p> <ul style="list-style-type: none"> • <i>Be knowledgeable of their target heart rate range and know how to apply it using different technology.</i> • <i>Develop and maintain 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).</i> • <i>Understand the components of skill-related fitness and how to design an appropriate fitness program.</i> • <i>Understand healthy nutrition before, during, and after exercise.</i> • <i>Identify different physical activities that help manage stress.</i> • <i>Apply different physical activities that help manage stress to their personal training.</i> 	<ul style="list-style-type: none"> • <i>What are some examples of isometric, concentric, and eccentric strength exercises for the upper body, lower body, and core?</i> • <i>What is the difference between static, PNF, and dynamic stretching exercises?</i> • <i>What are examples of static, PNF, and dynamic stretching exercises?</i> • <i>How do you calculate target heart rate?</i> • <i>How can you apply target heart rate and use it in your training?</i> • <i>What should be included in a fitness portfolio in order to improve?</i> • <i>What are the components of skill-related fitness?</i> • <i>How do you design an appropriate fitness program?</i> • <i>How should you use nutrition as an important factor before, during, and after exercise?</i> • <i>What are different fitness activities that help manage stress?</i> • <i>How do you properly apply fitness activities to help manage stress?</i>
Acquisition		
<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>How physical activity benefits their lives in college and in the career setting characterized by: physical benefits, mental benefits, social benefits, and functional movement benefits.</i> • <i>How physical activity and nutrition both impact body composition as</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Using nutrition to help aid their physical fitness.</i> • <i>Making healthy choices in relation to fitness product and program claims.</i> • <i>Using technology and social media to assess, plan, and track their exercises and fitness.</i> • <i>Using sets and reps effectively and changing them when needed.</i> 	

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| | <p><i>characterized by: knowing how nutrients impact the body and how diet impacts exercise.</i></p> <ul style="list-style-type: none"> • <i>How to make healthy choices when using fitness products and programs characterized by: research, advertisements, claims, and validity.</i> • <i>How technology and social media are tools for supporting a healthy, active lifestyle as characterized by: SMART Phones, iPads, applications, and the internet.</i> • <i>How to be physically active in the local community and pick a fitness activity that can be pursued in the community.</i> • <i>The impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.</i> • <i>Appropriate technique in resistance-training machines and free weights as characterized by: starting positionings, lowering phases, pushing phases, pulling phases, and finishing positionings.</i> • <i>How to evaluate their physiological responses through physical and nutritional effects.</i> • <i>Different exercises for the following muscles: quadriceps, hamstring, calves, glutes, chest, back, shoulders (deltoids), latissimus dorsi, triceps, biceps, forearms, trapezius, abdominals.</i> • <i>Different types stretching exercises (static, PNF, dynamic).</i> • <i>How to use target heart rate</i> | <ul style="list-style-type: none"> • <i>Choosing a physical activity to participate in in the local community.</i> • <i>Using resistance-training machine and free weight exercise technique as characterized by: starting positionings, lowering phases, pushing phases, pulling phases, and finishing positionings.</i> • <i>Evaluating their physiological responses and changing exercise appropriately.</i> • <i>Performing and demonstrating Isometric, concentric, and eccentric exercises for the upper body, lower body, and core.</i> • <i>Demonstrating different types stretching exercises (static, PNF, dynamic).</i> • <i>Developing and maintaining 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).</i> • <i>Using nutrition appropriately before, during, and after exercise.</i> • <i>Performing different exercises for each of the following muscles: quadriceps, hamstring, calves, glutes, chest, back, shoulders (deltoids), latissimus dorsi, triceps, biceps, forearms, trapezius, abdominals.</i> • <i>Calculating target heart rate and applying it appropriately.</i> • <i>Applying the 5 components of health-related fitness to their personal fitness plan.</i> • <i>Using physically activities as stress-management techniques.</i> |
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	<p><i>through: calculating, using technology, and applying it to their training.</i></p> <ul style="list-style-type: none"> • <i>How to develop and maintain a fitness portfolio characterized by: assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement.</i> • <i>Know the components of skill-related fitness and how to design an appropriate fitness program characterized by: aerobic fitness, muscular strength, muscular endurance, flexibility, and body composition.</i> • <i>How nutrition before, during, and after exercise impacts performance.</i> • <i>How to use physical activity as a stress-management tool.</i> 	
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Journaling • Meal Plan • Personal Fitness Plan • Skill Checklist of Exercise Technique • Online Fitness Portfolio • Fitness Assessment Scores (Pre and Post) • Behavior Modification Plan • SMART Goal • Plan for Improvement (Fitness Plan) 	PERFORMANCE TASK(S):

• Log of Activities	
	OTHER EVIDENCE:

COURSE NAME: PE 10-12 Wellness			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Wellness/ Fitness

Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer <i>Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)</i>	Meaning	
	UNDERSTANDINGS <i>Students will...</i> <ul style="list-style-type: none"> • recognize effective self-management skills while participating in fitness. • understand responsible personal and social behavior while participating in fitness. • have knowledge of proper etiquette, respect for others and teamwork while participating in fitness activities and settings. • Comprehend best practices for 	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?) <ul style="list-style-type: none"> • What does self-management mean? • What does responsible behavior look like during fitness activities? • Why is it important to use proper etiquette, and respect for others during fitness activities? • How do you participate safely in a variety of fitness activities and 	

	<p><i>participating safely during fitness activities.</i></p>	<p><i>settings?</i></p>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Effective self-management skills and strategies categorized by: sportsmanship, conflict resolution strategies, and awareness of abilities.</i> • <i>Responsible personal and social behavior categorized by: understanding of class expectations.</i> • <i>Proper etiquette, respect for others, and teamwork, categorized by: understanding school-wide PBIS policies and procedures.</i> • <i>Best practices for participating safely categorized by: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, and sun protection.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Effective self-management skills categorized by: resolving conflicts with others, helping others be successful, and competing appropriately.</i> • <i>Responsible personal and social behavior categorized by: showing up on time, being prepared, staying on-task, and having a positive attitude.</i> • <i>Respecting others and teamwork skills categorized by: listening to teammates, using appropriate communication, and offering and accepting constructive criticism.</i> • <i>Participating safely categorized by: proper technique, performing warm-ups, spatial awareness, wearing appropriate clothing, and using equipment properly.</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	

OTHER EVIDENCE:

COURSE NAME: PE 10-12 Wellness

Developers: PE committee

Development Date: 2015-16

Instructional Level: 10-12

Unit: Wellness/ Fitness

Stage 1 - Desired Results

ESTABLISHED GOALS

(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

- Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)
- Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.(S5.H2.L2)
- Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)
- Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)
- Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance. (S5.H4.L2)

Transfer

Students will be able to recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction. (Standard 5)

Meaning

UNDERSTANDINGS

Students will...

- *Understand the health benefits of a variety of fitness activities.*
- *Choose an appropriate level of challenge to experience success in a variety of fitness activities.*
- *Select and participate in physical activities that meet the need for self-expression and enjoyment.*
- *Identify the opportunity for social support in a self-selected physical activity or dance.*
- *Evaluate the opportunity for social interaction and social support during fitness activities.*

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- *What are the health benefits of the aerobic exercises, strength training exercises, and flexibility exercises.*
- *What is an appropriate level of challenge in order to experience success in a variety of fitness activities?*
- *How can you use fitness activities as an opportunity for social interaction and social support?*

Acquisition	
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Understand the health benefits of a variety of fitness activities.</i> • <i>Choose an appropriate level of challenge to experience success in a variety of fitness activities.</i> • <i>Select and participate in physical activities that meet the need for self-expression and enjoyment.</i> • <i>Identify the opportunity for social support in a self-selected physical activity or dance.</i> • <i>Evaluate the opportunity for social interaction and social support during fitness activities.</i> <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Identifying the health benefits of a variety of fitness activities and exercises.</i> • <i>Choosing an appropriate level of challenge to experience success in fitness training exercises.</i> • <i>Evaluating fitness activities as an opportunity for social interaction and social support.</i>
Stage 2 - Evidence	
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?	
Evaluation Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Journaling 	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10-12: Wellness

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Self-Defense
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Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer		
	<i>Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)</i>		
	Meaning		
	UNDERSTANDINGS <i>Students will...</i>	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)	
	<ul style="list-style-type: none"> • <i>Understand the basic self-defense skills and techniques to competency.</i> • <i>Understand how to refine self-defense skills and techniques.</i> 	<ul style="list-style-type: none"> • <i>Why is it important to practice the self-defense techniques?</i> • <i>What does competency look like while performing a skill in a specific situation?</i> • <i>How do you refine a self-defense technique?</i> • <i>How do you demonstrate a self-defense technique from a given hold or situation?</i> 	
	Acquisition		
	<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i>	<i>Students will be skilled at (DO)...</i>	
	<ul style="list-style-type: none"> • <i>The basic self-defense skills characterized the following holds and techniques: stance, retreating, hold releases (arm, wrist, hair, leg, body, head, neck), blocks, strikes, holds, and weapon defense.</i> 	<ul style="list-style-type: none"> • <i>Demonstrating the basic self-defense skills characterized the following holds and techniques: stance, retreating, hold releases (arm, wrist, hair, leg, body, head, neck), blocks, strikes, holds, and weapon defense.</i> • <i>Refining self-defense skills and</i> 	

	<ul style="list-style-type: none"> • How to refine self-defense skills and techniques based on their current skill level. 	techniques based on their current skill level.
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Skills Checklist • iMovie How-To Skills Project
	OTHER EVIDENCE:

COURSE NAME: PE 10-12: Wellness			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Self-Defense

Stage 1 - Desired Results	
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) <ul style="list-style-type: none"> • Applies the terminology associated with exercise 	Transfer <i>Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</i>

<p>and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)</p>	<p>Meaning</p>	
	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> • Comprehend the terminology associated with self-defense. 	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> • What are the names of different holds or attacks someone could put you in? • What are the terms associated with self-defense?
	<p>Acquisition</p>	
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • The terminology associated with self-defense characterized by: skills, holds, strikes, releases, safety, equipment and environmental factors. 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Applying self-defense terminology appropriately during practice and performance.
<p>Stage 2 - Evidence</p> <p>How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?</p>		
<p>Evaluation Criteria</p>	<p>Assessment Evidence</p>	
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Journal 	
	<p>OTHER EVIDENCE:</p>	

COURSE NAME: PE 10-12: Wellness

Developers: PE committee

Development Date: 2015-16

Instructional Level: 10-12

Unit: Self-Defense

Stage 1 - Desired Results

ESTABLISHED GOALS

(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

- Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)
- Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)
- 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)

Transfer

Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)

Meaning

UNDERSTANDINGS

Students will...

- *Understand effective self-management skills while performing and practicing self-defense techniques.*
- *Understand proper etiquette and respect for others while engaging in self-defense practice.*
- *Comprehend the best practices for participating safely during self-defense.*

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- *How do you self-manage without using violence?*
- *Why is it important to self-manage while practicing self-defense?*
- *What rules and etiquette should be applied when practicing self-defense?*
- *Why is it important to respect others during self-defense practice?*
- *Why is it important to respect others during real-life situations?*
- *How do you practice self-*

		defense safely?
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>Effective self-management skills while performing and practicing self-defense techniques characterized by: using words not violence, dealing with frustrations in a healthy way, etc.</i> <i>Proper etiquette and respect for others while engaging in self-defense practice.</i> <i>Best practices for participating safely during self-defense characterized by: going with pressure, not pushing your partner too hard, knowing when to stop, etc.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Using self-management skills while performing and practicing self-defense techniques.</i> <i>Displaying proper etiquette and respect for others while engaging in self-defense practice.</i> <i>Practicing safely during self-defense.</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Daily 3 Grade: Respectful, Responsible, Safe 	
	OTHER EVIDENCE:	

COURSE NAME: PE 10-12: Wellness

Developers: PE committee

Development Date: 2015-16

Instructional Level: 10-12

Unit: Self-Defense

Stage 1 - Desired Results

ESTABLISHED GOALS

(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

- Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)
- Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)
- Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)
- Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)

Transfer

Students will be able to recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction. (Standard 5)

Meaning

UNDERSTANDINGS

Students will...

- *Understand the health benefits of a knowing self-defense skills.*
- *Understand how to choose an appropriate level of challenge to experience success in self-defense.*
- *Understand how knowing self-defense/ karate skills can meet the need for self-expression and enjoyment.*
- *Understand how self-defense/ karate can be used as an opportunity for social support and interaction.*

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- *What are the health benefits of knowing self-defense (physical and mental)?*
- *How can you use some of the self-defense techniques to increase your fitness levels?*
- *How do you choose an appropriate drill for your skill level?*
- *How can you use self-defense/karate to express yourself?*
- *Why do people enjoy participating in these type of activities?*
- *How does knowing self-defense benefit you socially?*
- *How can you use these skills as a means for social interaction.*

Acquisition	
<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>The health benefits of a knowing self-defense skills characterized by: physical, mental, and emotional.</i> • <i>Their personal appropriate level of challenge to experience success in self-defense</i> • <i>Self-defense/ karate skills can meet the need for self-expression and enjoyment.</i> • <i>How self-defense/ karate can be used as an opportunity for social support and interaction.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Listing the health benefits of a knowing self-defense skills.</i> • <i>Choosing an appropriate level of challenge to experience success in self-defense</i> • <i>Using self-defense/ karate skills for self-expression and enjoyment.</i> • <i>Listing the social benefits of knowing self-defense/ karate skills.</i>

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Journal
	<p>OTHER EVIDENCE:</p>

COURSE NAME: PE 10 - Totally Fit Wellness

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10	Unit: Fitness
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Stage 1 - Desired Results		
ESTABLISHED GOALS	Transfer	
(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	<i>Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)</i>	
<ul style="list-style-type: none"> Demonstrates competency in 1 or more specialized skills in health-related fitness activities (S1.H3.L1). 		Meaning
UNDERSTANDINGS <i>Students will...</i> <ul style="list-style-type: none"> <i>Comprehend the skills and techniques of how to perform 1 or more specialized skills in health-related fitness activities to competency.</i> 		ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <ul style="list-style-type: none"> <i>What does competency technique look like in one of the following areas: muscular strength, muscular endurance, flexibility, or aerobic endurance?</i> <i>What are examples of exercises you can perform to be competency in one of the following areas: muscular strength, muscular endurance, flexibility, or aerobic endurance?</i>
		Acquisition
<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i> <ul style="list-style-type: none"> <i>The skills and techniques of a variety of fitness exercises in order to be competent in one or more of the following areas of health-related fitness: aerobic endurance, muscular strength, muscular endurance, and/or flexibility.</i> 		<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> <i>Demonstrating the skills and techniques of a variety of fitness exercises to competency in one or more of the following areas of health-related fitness: aerobic endurance, muscular strength, muscular endurance, and/or flexibility.</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10 - Totally Fit Wellness			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 10	Unit: Fitness

Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer		
	<i>Students will be able to demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (Standard 3)</i>		
	Meaning		
UNDERSTANDINGS <i>Students will...</i>	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)	• <i>Know the benefits of a physically active lifestyle as it relates to college or career productivity.</i>	• <i>Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.</i>
		• <i>Analyze and apply technology and social media to support a healthy, active lifestyle?</i>	

<ul style="list-style-type: none"> pacing. (S3.H3.L2) Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. (S3.H4.L1) Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1) Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1) Demonstrate appropriate technique in resistance-training machines and free weights. (S3.H7.L1) Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1) 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) Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1) Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.H11.L1) 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) Designs and implements a nutrition plan 	<ul style="list-style-type: none"> <i>social media as tools for supporting a healthy, active lifestyle.</i> <i>Identify issues associated with exercising in heat, humidity and cold.</i> <i>Understand rate of perceived exertion and pacing.</i> <i>Evaluate — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment.</i> <i>Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.</i> <i>Have the knowledge to participate in a self-selected fitness activity outside of school.</i> <i>Understand the steps of appropriate technique in resistance-training machines and free weights.</i> <i>Understand the difference physiological responses to the body based on fitness exercises and nutrition.</i> <i>Comprehend isometric, concentric, and eccentric strength training.</i> <i>Comprehend static, proprioceptive neuromuscular facilitation (PNF), and dynamic stretching exercises.</i> <i>Understands how to calculate target heart rate.</i> <i>Understands how to create a behavior-modification plan that enhances a healthy, active lifestyle.</i> <i>Understands how to design a fitness program including the health-related components of fitness.</i> <i>Understand how nutrition plays a role in providing the body energy for</i> 	<ul style="list-style-type: none"> <i>How do you know what fitness claims, products, and programs are valid and safe?</i> <i>What are factors to consider when exercising in environmental factors such as heat, humidity, and cold?</i> <i>What is rate of perceived exertion and how do you use it to properly pace your exercise?</i> <i>What are examples of physical activity events and opportunities that can be pursued in our community?</i> <i>What risks and safety factors affect physical activity throughout different stages of your life?</i> <i>How are you going to be active outside of school?</i> <i>What can you do to be active outside of school?</i> <i>What are the steps to using appropriate technique in a variety of resistance-training machines and free weights?</i> <i>What are your physiological responses to certain types of fitness?</i> <i>How does nutrition play a role in your physiological responses?</i> <i>What does appropriate technique look like when using resistance-training machines and free weight exercises?</i> <i>What are some examples of isometric, concentric, and eccentric strength exercises for the upper body, lower body, and core?</i> <i>What is the difference between static, PNF, and dynamic stretching exercises?</i> <i>What are examples of static, PNF, and dynamic stretching exercises?</i> <i>How do you calculate target heart rate?</i>
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<p>to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1)</p>	<p><i>living a healthy, active lifestyle.</i></p>	<ul style="list-style-type: none"> • <i>How can you apply target heart rate and use it in your training?</i> • <i>How do you create a behavior-modification plan as it relates to fitness and living a healthy, active lifestyle?</i> • <i>How do you design an appropriate fitness program using the health-related components of fitness?</i> • <i>What are the five health-related components of fitness?</i> • <i>How should you use nutrition as an important factor before, during, and after exercise?</i>
<i>Acquisition</i>		

	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • How physical activity benefits their lives in college and in the career setting characterized by: physical benefits, mental benefits, social benefits, and functional movement benefits. • How to make healthy choices when using fitness products and programs characterized by: research, advertisements, claims, and validity. • How technology and social media are tools for supporting a healthy, active lifestyle as characterized by: SMART Phones, iPads, applications, and the internet. • Identify issues associated with exercising in different environmental factors characterized by: exercising in heat, humidity and cold. • Understand rate of perceived exertion characterized by: pacing and challenging. • How to be physically active in the local community and pick a fitness activity that can be pursued in the community characterized by: facilities, programs, training, and financial factors. • The risks and safety factors that might affect physical activity preferences throughout the life cycle characterized by: exercise related to aging, injuries, and health risk factors. • Be able to pick a self-selected fitness activity outside of school. 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Listing the physical, mental, social, and functional benefits of living a physically active lifestyle. • Making healthy choices in relation to fitness product and program claims. • Using technology and social media to assess, plan, and track their exercises and fitness. • Using sets and reps effectively and changing them when needed. • Being able to make healthy choices when factors like heat, humidity, and cold are present in physical activity. • Using rate of perceived exertion and pacing during their training. • Picking a physical activity to participate in in the local community. • Identifying the risks and safety factors that might affect physical activity throughout the life cycle. • Using resistance-training machine and free weight exercise technique as characterized by: starting positionings, lowering phases, pushing phases, pulling phases, and finishing positionings. • Evaluating their physiological responses and changing exercise appropriately. • Performing and demonstrating Isometric, concentric, and eccentric exercises for the upper body, lower body, and core. • Demonstrating different types stretching exercises (static, PNF, dynamic). • Calculating target heart rate and applying it to their training
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| | <ul style="list-style-type: none"> • <i>Appropriate technique in resistance-training machines and free weights as characterized by: starting positionings, lowering phases, pushing phases, pulling phases, and finishing positionings.</i> • <i>How to evaluate their physiological responses through physical and nutritional effects.</i> • <i>Comprehend isometric, concentric, and eccentric exercises characterized by: upper body, lower body, and core exercises.</i> • <i>Comprehend static, proprioceptive neuromuscular facilitation (PNF), and dynamic stretching exercises.</i> • <i>How to use target heart rate through: calculating, using technology, and applying it to their training.</i> • <i>How to create a behavior-modification plan that enhances a healthy, active lifestyle characterized by: knowing fitness tests, being able to identify weaknesses, and be able to pick exercises to improve.</i> • <i>Know the components of skill-related fitness and how to design an appropriate fitness program characterized by: aerobic fitness, muscular strength, muscular endurance, flexibility, and body composition.</i> • <i>How nutrition before, during, and after exercise impacts performance.</i> | <p>appropriately.</p> <ul style="list-style-type: none"> • <i>Performing different exercises for each of the following muscles: quadriceps, hamstring, calves, glutes, chest, back, shoulders (deltoids), latissimus dorsi, triceps, biceps, forearms, trapezius, abdominals.</i> • <i>Calculating target heart rate and applying it appropriately.</i> • <i>Creating a behavior-modification plan that includes fitness plan performance and performance of exercises to increase fitness tests.</i> • <i>Applying the 5 components of health-related fitness to their personal fitness plan.</i> • <i>Using nutrition appropriately before, during, and after exercise.</i> |
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10 - Totally Fit Wellness			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 10	Unit: Fitness

Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)		
	Meaning		
UNDERSTANDINGS Students will... <ul style="list-style-type: none">• Recognize effective self-management skills while participating in fitness activities.• Understand responsible personal and	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?) <ul style="list-style-type: none">• What does self-management mean in relation to exercising?		

<p>dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)</p>	<ul style="list-style-type: none"> • <i>social behavior while participating in fitness exercises and in different fitness settings/ environments.</i> • <i>Have knowledge of proper etiquette, respect for others and teamwork while participating in fitness activities and settings.</i> • <i>Comprehend best practices for participating safely during fitness activities.</i> 	<ul style="list-style-type: none"> • <i>What does responsible behavior look like during fitness activities?</i> • <i>What does responsible behavior look like while in specific fitness settings?</i> • <i>Why is it important to use proper etiquette, and respect for others during fitness activities, and while in fitness environments?</i> • <i>How do you participate safely in a variety of fitness activities and settings?</i>
Acquisition		
<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Effective self-management skills and strategies categorized by: awareness of abilities.</i> • <i>Responsible personal and social behavior categorized by: understanding of class expectations, and understanding personal, mental, and physical differences.</i> • <i>Proper etiquette, respect for others, and teamwork, categorized by: understanding school-wide PBIS policies and procedures.</i> • <i>Best practices for participating safely categorized by: injury prevention, proper alignment, hydration, use of equipment, knowing the rules of the fitness environment.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Showing effective self-management skills.</i> • <i>Responsible personal and social behavior categorized by: showing up on time, being prepared, staying on-task, and having a positive attitude.</i> • <i>Respecting others and teamwork skills categorized by: listening to teammates, using appropriate communication, and offering and accepting constructive criticism.</i> • <i>Participating safely categorized by: proper technique, wearing appropriate clothing, and using equipment properly.</i> 	

Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: PE 10 - Totally Fit Wellness			
Developers: PE committee	Development Date: 2015-16	Instructional Level: 10	Unit: Fitness

Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	<i>Transfer</i>		
	<i>Students will be able to recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction. (Standard 5)</i>		
	<i>Meaning</i>		
	<i>UNDERSTANDINGS</i> <i>Students will...</i>	<i>ESSENTIAL QUESTIONS</i> (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)	
	<ul style="list-style-type: none"> • Understand the health benefits of a variety of fitness activities. • Choose an appropriate level of challenge to experience success in a variety of fitness activities. • Select and participate in physical activities that meet the need for self-expression and enjoyment. 	<ul style="list-style-type: none"> • What are the health benefits of the aerobic exercises, strength training exercises, and flexibility exercises? • What is an appropriate level of challenge in order to experience 	

	<ul style="list-style-type: none"> <i>self-expression and enjoyment.</i> <i>Identify the opportunity for social support in a self-selected physical activity or dance.</i> 	<p><i>success in a variety of fitness activities?</i></p> <ul style="list-style-type: none"> <i>What are physical activities that help you express yourself?</i> <i>What physical activities do you enjoy?</i> <i>How can you use fitness activities as an opportunity for social interaction and social support?</i>
<i>Acquisition</i>		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>The health benefits of a variety of fitness activities.</i> <i>An appropriate level of challenge to experience success in a variety of fitness activities.</i> <i>At least one physical activities that meets the need for self-expression and enjoyment in their lives.</i> <i>How physical activity can provide social support.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Identifying the health benefits of a variety of fitness activities and exercises.</i> <i>Choosing an appropriate level of challenge to experience success in fitness training exercises.</i> <i>Evaluating fitness activities as an opportunity for social interaction and social support.</i>
<i>Stage 2 - Evidence</i>		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: Weight Training 10-12

Developers: PE committee

Development Date: 2015-16

Instructional Level: 10-12

Unit: Weight Training

Stage 1 - Desired Results

ESTABLISHED GOALS

(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

- Demonstrates competency in 2 or more specialized skills in health-related fitness activities (S1.H3.L2).

Transfer

Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)

Meaning

UNDERSTANDINGS

Students will...

- *Understand the steps and phases of 2 or more of the following weight training exercises: bench press, back squat, power clean, and deadlift.*
- *Understand the technique of 2 or more of the following weight training exercises: bench press, back squat, power clean, and deadlift.*
- *Understand the technique involved in a variety of upper body, lower body, and core axillary weight training exercises.*

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- *How do you use breathing effectively and safely while participation in a various weight training exercises?*
- *What is the correct body position when performing a bench press?*
- *What are the different phases/ steps of the bench press?*
- *What is the correct body position when performing a back squat?*
- *What are the different phases of a back squat?*

		<ul style="list-style-type: none"> • <i>What is the correct body position when performing a power clean?</i> • <i>What are the different phases of a power clean?</i> • <i>What is the correct body position when performing a deadlift?</i> • <i>What are the different phases of a deadlift?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>The technique and phases of 2 or more of the following weight training exercises: bench press, back squat, power clean, and deadlift, as characterized by: starting positionings, lowering phases, pushing phases, pulling phases, and finishing positionings.</i> • <i>The technique involved in a variety of upper body, lower body, and core axillary weight training exercises.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>How to perform the correct steps/ phases of a bench press.</i> • <i>How to demonstrate the correct steps/ phases of a back squat.</i> • <i>How to perform the correct steps/ phases of a power clean.</i> • <i>How to demonstrate the correct steps/ phases of a deadlift.</i> • <i>Performing a variety of upper body, lower body, and core axillary weight training exercises with correct form.</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	

	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Weight Training 10-12

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Weight Training
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Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer		
	<i>Students will be able to demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (Standard 3)</i>		
UNDERSTANDINGS <i>Students will...</i> <ul style="list-style-type: none"> • Investigates the relationships among physical activity, nutrition, and body composition (S3.H1.L2). • Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle (S3.H2.L2). • Applies rates of perceived exertion and pacing (S3.H3.L2). • 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). • Demonstrates appropriate technique in resistance-training machines and free 	Meaning	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <ul style="list-style-type: none"> • What is the role of physical activity and nutrition as it relates to body composition? • How can you use technology and social media to support a healthy, active lifestyle? • How should you use pacing when it 	

<p>weights (S3.H7.L1).</p> <ul style="list-style-type: none"> Designs and implements a strength & conditioning program that develops in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle (S3.H7.L2). Identifies the different energy systems used in a selected physical activity (e.g., adenosine, triphosphate, phosphocreatine, anaerobic glycolysis, aerobic) (S3.H8.L2). 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 fiber types as they relate to muscle development (S3.H9.L2). 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). 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). Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase (S3.H13.L2). 	<ul style="list-style-type: none"> <i>Understand the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.</i> <i>Know appropriate technique in resistance-training machines and free weights.</i> <i>Understand how to design and implement a strength & conditioning program that develops in opposing muscle groups (agonist/antagonist).</i> <i>Know the different major muscles and muscle groups and how they work together while exercising characterized by: quadriceps, hamstring, calves, glutes, chest, back, shoulders (deltoids), latissimus dorsi, triceps, biceps, forearms, trapezius, abdominals.</i> <i>Be able to identify different exercises for the following muscles: quadriceps, hamstring, calves, glutes, chest, back, shoulders (deltoids), latissimus dorsi, triceps, biceps, forearms, trapezius, abdominals.</i> <i>Be able to identify the different energy systems used in a selected physical activity (adenosine, triphosphate, phosphocreatine, anaerobic glycolysis, aerobic).</i> <i>Be able to identify types of strength exercises (isometric, concentric, eccentric).</i> <i>Be able to identify types stretching exercises (static, PNF, dynamic).</i> <i>Be able to identify the structure of skeletal muscle fibers types.</i> <i>Develop and maintain a fitness portfolio</i> 	<p><i>comes to weight training?</i></p> <ul style="list-style-type: none"> <i>How does personal life choices, economics, motivation, and accessibility each relate to participation in physical activity?</i> <i>What are the steps to using appropriate technique in a variety of resistance-training machines and free weights?</i> <i>How do you appropriately design a strength & conditioning program using agonist/antagonist muscle groups?</i> <i>What does agonist/ antagonist mean, and give me an exercise of each?</i> <i>What are some exercises what work each of the major muscle groups?</i> <i>What are the different energy systems in the body and how are they used in weight training exercises?</i> <i>What is the difference between isometric, concentric, and eccentric exercises?</i> <i>What are examples of isometric, concentric, and eccentric exercises?</i> <i>What is the difference between static, PNF, and dynamic stretching exercises?</i> <i>What are examples of static, PNF, and dynamic stretching exercises?</i> <i>What are the structures of skeletal muscle fiber types?</i> <i>What should be included in a fitness portfolio in order to improve?</i> <i>What are the components of skill-related fitness?</i> <i>How do you design an appropriate fitness program?</i>
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	<p>(e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).</p> <ul style="list-style-type: none"> • Understand the components of skill-related fitness and how to design an appropriate fitness program. • Understand healthy nutrition before, during, and after exercise. 	<ul style="list-style-type: none"> • How should you use nutrition as an important factor before, during, and after exercise?
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • How physical activity and nutrition both impact body composition as characterized by: knowing how nutrients impact the body and how diet impacts exercise. • How technology and social media are tools for supporting a healthy, active lifestyle as characterized by: SMART Phones, iPads, applications, and the internet. • Rate of perceived exertion and pacing as it relates to weight training. • The impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. • Appropriate technique in resistance-training machines and free weights as characterized by: starting positionings, lowering phases, pushing phases, pulling phases, and finishing positionings. • How to design and implement a 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using nutrition to help aid their physical fitness. • Using technology and social media to assess, plan, and track their exercises and fitness. • Using sets and reps effectively and changing them when needed. • Pacing appropriately when weight training. • Resistance-training machine and free weight exercise technique as characterized by: starting positionings, lowering phases, pushing phases, pulling phases, and finishing positionings. • Designing and implementing a strength & conditioning program that develops in opposing muscle groups (agonist/antagonist). • Performing and demonstrating Isometric, concentric, and eccentric strength training exercises for the upper body, lower body, and core. • Demonstrating different types

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| | <p><i>strength & conditioning program that develops in opposing muscle groups (agonist/antagonist).</i></p> <ul style="list-style-type: none"> • <i>The different major muscles and muscle groups and how they work together while exercising characterized by: quadriceps, hamstring, calves, glutes, chest, back, shoulders (deltoids), latissimus dorsi, triceps, biceps, forearms, trapezius, abdominals.</i> • <i>Different exercises for the following muscles: quadriceps, hamstring, calves, glutes, chest, back, shoulders (deltoids), latissimus dorsi, triceps, biceps, forearms, trapezius, abdominals.</i> • <i>The different energy systems used in a selected physical activity (adenosine, triphosphate, phosphocreatine, anaerobic glycolysis, aerobic).</i> • <i>Isometric, concentric, and eccentric strength training exercises.</i> • <i>Different types stretching exercises (static, PNF, dynamic).</i> • <i>The structure of skeletal muscle fibers types.</i> • <i>How to develop and maintain 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).</i> • <i>The components of skill-related fitness and how to design an appropriate fitness program.</i> • <i>How nutrition before, during, and after exercise impacts performance.</i> | <p><i>stretching exercises (static, PNF, dynamic).</i></p> <ul style="list-style-type: none"> • <i>Developing and maintaining 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).</i> • <i>Using nutrition appropriately before, during, and after exercise.</i> • <i>Performing different exercises for each of the following muscles: quadriceps, hamstring, calves, glutes, chest, back, shoulders (deltoids), latissimus dorsi, triceps, biceps, forearms, trapezius, abdominals.</i> |
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Weight Training 10-12

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Weight Training
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Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer
	<i>Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)</i>
	Meaning

<p>others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)</p> <ul style="list-style-type: none"> • Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sports (S4.H2.L2). • 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) 	<p>UNDERSTANDINGS</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • recognize effective self-management skills while participating in weight training. • understand responsible personal and social behavior while participating in weight training. • have knowledge of proper etiquette, respect for others and teamwork while participating in weight training. • moral and ethical conduct as it relates to performance-enhancing substances and weight training. • comprehend best practices for participating safely during weight training. 	<p>ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> • What does self-management mean? • What does responsible behavior look like during weight training? • Why is it important to use proper etiquette, and respect for others during weight training? • What can you do to improve your performance besides using performance-enhancing substances? • How do you participate safely in a variety of weight training exercises?
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • Effective self-management skills and strategies categorized by: sportsmanship, conflict resolution strategies, and awareness of abilities. • Responsible personal and social behavior categorized by: understanding of class expectations. • Proper etiquette, respect for others, and teamwork, categorized by: understanding school-wide PBIS policies and procedures. • Best practices for participating safely categorized by: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, and sun protection. 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Effective self-management skills categorized by: resolving conflicts with others, helping others be successful, and competing appropriately. • Responsible personal and social behavior categorized by: showing up on time, being prepared, staying on-task, and having a positive attitude. • Respecting others and teamwork skills categorized by: listening to teammates, using appropriate communication, and offering and accepting constructive criticism. • Participating safely categorized by: proper technique, performing warm-ups, spatial awareness, wearing appropriate clothing, and using

		<i>equipment properly.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Weight Training 10-12

Developers: PE committee	Development Date: 2015-16	Instructional Level: 10-12	Unit: Weight Training
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Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	<i>Transfer</i>
	<i>Students will be able to recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction. (Standard 5)</i>
	<i>Meaning</i>

<p>to experience success and desire to participate in a self-selected physical activity (S5.H2.L2).</p> <ul style="list-style-type: none"> Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance (S5.H4.L2). 	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> <i>Understand the health benefits of weight training.</i> <i>Choose an appropriate level of challenge to experience success in weight training exercises.</i> <i>Evaluate the opportunity for social interaction and social support during weight training activities.</i> 	<p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>What are the health benefits of weight training?</i> <i>What is an appropriate level of challenge in order to experience success in weight training activities?</i> <i>How can you use weight training as an opportunity for social interaction and social support?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>The health benefits of weight training.</i> <i>How to choose an appropriate level of challenge to experience success in weight training exercises.</i> <i>How to evaluate the opportunity for social interaction and social support during weight training activities.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Identifying the health benefits of weight training.</i> <i>Choosing an appropriate level of challenge to experience success in weight training exercises.</i> <i>Evaluating weight training as an opportunity for social interaction and social support.</i>
Stage 2 - Evidence How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: TRAILS PE I & II

Developers: PE committee

Development Date: 2015-16

Instructional Level: 9 - 12

Unit: Teaching Personal & Social Responsibility

Stage 1 - Desired Results

ESTABLISHED GOALS

(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

- 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)
- Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)

Transfer

Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)

Meaning

UNDERSTANDINGS

Students will...

- *Comprehend how to teach an activity-specific movement skill to competency.*
- *Understand how to teach 2 or more specialized skills in health-related fitness activities to competency.*

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- *How do you teach an activity-specific movement skill?*
- *What are the steps to learning an activity-specific movement skill?*
- *What does competent technique look like for an activity-specific movement skill?*
- *How do you teach a health-related fitness activity?*
- *Why is it important to have proper form while performing fitness activities?*
- *What are the proper steps to demonstrating a specialized skill?*

		<i>in health-related fitness?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Know the cues needed to teach techniques and skills for activity-specific movements.</i> • <i>Know how to demonstrate techniques and skills to teach and activity-specific movements.</i> • <i>Know the cues needed to teach techniques and skills for 2 or more specialized skills in health-related fitness activities to competency</i> • <i>Know how to demonstrate techniques and skills to teach 2 or more specialized skills in health-related fitness activities to competency</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Demonstrating activity specific movement skills to competency.</i> • <i>Teaching activity specific movement skills using proper cues and prompts.</i> • <i>Demonstrating 2 or more specialized skills in health-related fitness activities.</i> • <i>Teaching 2 or more specialized skills in health-related fitness activities, using proper cues and prompts.</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: TRAILS PE I & II

Developers: PE committee

Development Date: 2015-16

Instructional Level: 9 - 12

Unit: Teaching Personal & Social Responsibility

Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer <i>Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</i>		
Meaning			
UNDERSTANDINGS <i>Students will...</i> <ul style="list-style-type: none"> • 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) • 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) • Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1) 	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?) <ul style="list-style-type: none"> • What terms are associated with teaching activities associated with selected exercises or activities? • Which movement concepts and principles should be focused on while teaching a selected skill? • How do you determine appropriate activities and tasks used when developing a practice plan? • What are the components of an effective practice plan? 		
Acquisition			

	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Know the terminology needed to teach activities associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately.</i> • <i>Know the necessary movement concepts and principles to analyze performance of a selected skill.</i> • <i>Know how to develop a practice plan for a selected skill.</i> • <i>Know the components of an effective practice plan.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Using the appropriate terminology needed to teach activities associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits.</i> • <i>Demonstrating the necessary movement concepts and principles to analyze performance of a selected skill.</i> • <i>Developing a practice plan for a selected skill.</i> • <i>Including components of an effective practice plan while developing learning tasks and teaching lessons.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: TRAILS PE I & II

Developers: PE committee	Development Date: 2015-16	Instructional Level: 9 - 12	Unit: Teaching Personal & Social Responsibility
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Stage 1 - Desired Results

<p>ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)</p> <ul style="list-style-type: none"> • Demonstrate appropriate technique in resistance-training machines and free weights. (S3.H7.L1) • 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) • 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) • 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) • Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1) 	Transfer
	<i>Students will be able to demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (Standard 3)</i>
	Meaning

Acquisition	
<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Appropriate technique in resistance-training machines and free weights.</i> • <i>Types of strength exercises for the upper body, lower body, and core.</i> • <i>Different types of stretching exercises.</i> • <i>How to calculate target heart rate.</i> • <i>How to use target heart rate during activity.</i> • <i>How to design a fitness program, using all the components of health-related fitness.</i> • <i>How nutrition plays a role in living a healthy, active lifestyle.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Demonstrating appropriate technique in resistance-training machines and free weights.</i> • <i>Teaching correct technique in resistance-training machines and free weights.</i> • <i>Demonstration types of strength exercises for the upper body, lower body, and core.</i> • <i>Demonstrating different types of stretching exercises.</i> • <i>Calculating target heart rate.</i> • <i>Applying target heart rate during physical activity.</i> • <i>Designing a fitness program, using all the components of health-related fitness.</i>
Stage 2 - Evidence	
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?	
Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: TRAILS PE I & II

Developers: PE committee

Development Date: 2015-16

Instructional Level: 9 - 12

Unit: Teaching Personal & Social Responsibility

Stage 1 - Desired Results

ESTABLISHED GOALS

(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

- Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)
- Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)
- 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)
- 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)
- 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)

Transfer

Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)

Meaning

UNDERSTANDINGS

Students will...

- *Understand effective self-management skills to analyze barriers and modify physical activity for self and others.*
- *Understand what proper etiquette, respect for others and teamwork looks like while engaging in physical activity.*
- *Understand effective communication skills and how to use them in physical activity and life settings.*
- *Understand the different roles people can take in physical activity settings, including a leadership role.*
- *Understand effective problem solving strategies and critical thinking skills when put in various physical activity settings and group activities.*
- *Understand differences amongst*

ESSENTIAL QUESTIONS

(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)

- *What does effective self-management look like?*
- *When are effective self-management skills needed?*
- *How do you deal with frustration and anger?*
- *How do you manage stress safely?*
- *Why is it important to use proper etiquette during physical activity?*
- *What traits does a respectful person demonstrate?*
- *How do you communicate respectfully and effectively?*
- *How do you communicate with diverse populations?*
- *What are the different roles people can take during physical activity?*

	<ul style="list-style-type: none"> <i>each other including body types and ability levels.</i> <i>Understands safety protocols while participating in different settings and with different populations.</i> 	<ul style="list-style-type: none"> <i>What are some of the risks of being a leader?</i> <i>What are some of the benefits of learning how to be a leader?</i> <i>What are qualities that leaders possess?</i> <i>What are the ABCDE's of problem solving?</i> <i>How can you use problem solving skills to modify activity?</i> <i>Why is it important to understand and embrace differences?</i> <i>What are potential problems when safety protocols are not followed?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>Effective self-management skills to analyze barriers and modify physical activity for self and others.</i> <i>Proper etiquette, respect for others and teamwork looks like while engaging in physical activity.</i> <i>Effective communication skills and how to use them in physical activity and life settings.</i> <i>The different roles people can take in physical activity settings, including a leadership role.</i> <i>Effective problem solving strategies and critical thinking skills when put in various physical activity settings and group activities.</i> <i>Differences amongst each other including body types and ability levels.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Using self-management skills to analyze barriers and modify physical activity for self and others.</i> <i>Demonstrating proper etiquette, respect for others and teamwork looks like while engaging in physical activity.</i> <i>Using communication skills effectively in physical activity and life settings.</i> <i>Accept different roles in physical activity settings, including a leadership role.</i> <i>Using problem solving strategies and critical thinking skills when put in various physical activity settings and group activities.</i> <i>Noticing differences and making modifications when needed.</i>

	<ul style="list-style-type: none"> <i>Safety protocols while participating in different settings and with different populations.</i> 	<ul style="list-style-type: none"> <i>Following safety protocols while participating in different settings and with different populations.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME:TRAILS PE I & II

Developers: PE committee	Development Date: 2015-16	Instructional Level: 9 - 12	Unit: Teaching Personal & Social Responsibility
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Stage 1 - Desired Results

ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) • Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.	Transfer
	<i>Students will be able to recognize the value of physical activity for health, enjoyment, self-expression, and/or social interaction. (Standard 5)</i>
	Meaning

<p>(S5.H3.L1)</p> <ul style="list-style-type: none"> Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1) Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.52 (S5.H4.L2) 	<p>UNDERSTANDINGS</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <i>Understand how to select and participate in a physical activity that meets the need for self-expression and enjoyment.</i> <i>Understand how to use physical activity as an opportunity for social support and interaction.</i> 	<p>ESSENTIAL QUESTIONS</p> <p><i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> <i>What are physical activities that you enjoy?</i> <i>What are reasons why people enjoy physical activity?</i> <i>How can you use physical activity as a valuable activity in your life?</i> <i>How can physical activity provide an opportunity for social support and interaction?</i>
Acquisition		
	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> <i>How to select and participate in a physical activity that meets the need for self-expression and enjoyment.</i> <i>How to use physical activity as an opportunity for social support and interaction.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> <i>Selecting and participating in a physical activity that meets the need for self-expression and enjoyment.</i> <i>Using physical activity as an opportunity for social support and interaction.</i>
Stage 2 - Evidence		
How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?		
Evaluation Criteria	Assessment Evidence	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	

COURSE NAME: Adapted Physical Education

<i>Developers: PE committee</i>	<i>Development Date: 2015-16</i>	<i>Instructional Level: 9-12</i>	<i>Unit: Invasion Games, Target Games, Striking & Fielding Games, Net/Wall Games, Recreational/ Leisure Games, Outdoor Pursuits, Aquatics</i>
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Stage 1 - Desired Results			
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer		
	<i>Students will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)</i>		
	UNDERSTANDINGS <i>Students will...</i>	Meaning	ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)
	<ul style="list-style-type: none"> • Understand how to use invasion game skills correctly. • Understand how to use target game skills correctly. • Understand how to use striking & fielding game skills correctly. • Understand how to use net/wall game skills correctly. • Understand how to use the skills effectively during recreational/leisure games. • Understand how to use the skills involved in outdoor pursuits. • Understand how to use aquatic skills. • Understand strength training, cardiovascular training, and flexibility-based exercises. 		<ul style="list-style-type: none"> • What are the different skills you use in invasion games: basketball, team handball, flag football, & floor hockey? • What are the different skills you use in target games: kubb, archery, various recreational games, and bowling? • What are the different skills you use in striking & fielding games? • What are the different skills you use in net/wall games: volleyball, badminton, and deck tennis? • What are the different skills you use during recreational/ leisure games? • What are the skills you use during outdoor pursuits? • What are the skills you use while swimming?

		<ul style="list-style-type: none"> • How do you perform a strength training exercise? • How do you perform a cardiovascular exercise? • How do you perform a flexibility exercise?
Acquisition		
<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>How to perform invasion game skills correctly characterized by: passing, shooting, throwing, catching, and shooting.</i> • <i>How to perform target game skills correctly characterized by: underhand throw, overhand throw, frisbee throw, shooting a bow, and rolling.</i> • <i>How to perform striking & fielding skills correctly characterized by: striking an object with an implement, fielding a ground ball, catching a ball, and fielding a fly ball.</i> • <i>How to perform net/wall game skills correctly characterized by: striking an object with an implement (overhand, underhand), serving an object with an implement, hitting an object (overhead and underhand), and serving an object with your arm.</i> • <i>How to perform recreational/leisure game skills.</i> • <i>How to perform outdoor pursuits skills characterized by: hiking, shoe shoeing, etc.</i> • <i>How to perform aquatic skills characterized by: flutter kicking, front crawl, back crawl, treading water, and</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Vasion game skills: passing, shooting, overhand throw, catching, and shooting.</i> • <i>Target game skills: underhand throw, overhand throw, frisbee throw, shooting a bow, and rolling an object.</i> • <i>Striking & fielding skills: striking an object with an implement, fielding a ground ball, catching a ball, and fielding a fly ball.</i> • <i>Net/wall game skills: striking an object with an implement (overhand, underhand), serving an object with an implement, hitting an object (overhead and underhand), and serving an object with your arm.</i> • <i>Recreational/leisure game skills.</i> • <i>Outdoor pursuits skills: hiking, shoe shoeing, etc.</i> • <i>Aquatic skills: flutter kicking, front crawl, back crawl, treading water, and fitness skills.</i> • <i>Demonstrating a variety of strength training, cardiovascular training, and flexibility-based exercises.</i> 	

	<ul style="list-style-type: none"> <i>fitness skills.</i> <i>The correct form and technique of various strength training, cardiovascular training, and flexibility-based exercises.</i> 	
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
<ul style="list-style-type: none"> Daily Assessment: based on behaviors & modifications needed Adapted Physical Education Assessment Scale (APEAS-II) Fitness Checklist & Performance Rubrics 	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Adapted Physical Education

Developers: PE committee	Development Date: 2015-16	Instructional Level: 9-12	Unit: Invasion Games, Target Games, Striking & Fielding Games, Net/Wall Games, Recreational/ Leisure Games, Outdoor Pursuits
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Stage 1 - Desired Results

ESTABLISHED GOALS

(Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)

- Applies the terminology associated with exercise

Transfer

Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)

<p>and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately (S2.H1.L1).</p>	<p>Meaning</p> <p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> • Understand the terminology associated with invasion games. • Understand the terminology associated with target games. • Understand the terminology associated with striking & fielding games. • Understand the terminology associated with net/wall games. • Understand the terminology associated with recreational/leisure games. • Understand the terminology associated with outdoor pursuits. • Understand the terminology associated with aquatic skills. <p>ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i></p> <ul style="list-style-type: none"> • What are the terms associated with the equipment and rules of invasion games? • What are the terms associated with the equipment and rules of target games? • What are the terms associated with the equipment and rules of striking & fielding games? • What are the terms associated with the equipment and rules of net/wall games? • What are the terms associated with the equipment and rules of recreational/leisure games? • What are the terms associated with the equipment and rules of outdoor pursuits? • What are the terms associated with the equipment and rules of aquatics?
<p>Acquisition</p> <p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • The terminology of invasion games characterized by: rules, equipment, strategies, movement, and spacing. • The terminology of target games characterized by: rules, equipment, strategies, and scoring. <p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • Using the terminology of invasion games correctly during game play and skill drills. • Using the terminology of target games correctly during game play and skill drills. • Using the terminology of 	

	<ul style="list-style-type: none"> <i>The terminology of striking & fielding games characterized by: rules, equipment, scoring, and field markings.</i> <i>The terminology of net/wall games characterized by: rules, equipment, strategies and scoring.</i> <i>The terminology of recreational/leisure games characterized by: rules, equipment, court set-up, and scoring.</i> <i>The terminology of outdoor pursuits characterized by: rules and equipment.</i> <i>The terminology of aquatics characterized by: rules, equipment, and safety.</i> 	<p><i>striking & fielding games correctly during game play and skill drills.</i></p> <ul style="list-style-type: none"> <i>Using the terminology of net/wall games correctly during game play and skill drills.</i> <i>Using the terminology of recreational/leisure games correctly during game play and skill drills.</i> <i>Using the terminology of outdoor pursuits correctly when put in those situations.</i> <i>Using the terminology of aquatics correctly when put in those situations.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
<ul style="list-style-type: none"> Daily Assessment: based on behaviors & modifications needed 	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Adapted Physical Education

Developers: PE committee	Development Date: 2015-16	Instructional Level: 9-12	Unit: Fitness
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Stage 1 - Desired Results		
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?)	Transfer <i>Students will be able to demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (Standard 3)</i>	
	Meaning	
UNDERSTANDINGS <i>Students will...</i> <ul style="list-style-type: none"> • Know the general benefits of physical activity. • Know appropriate technique in resistance-training machines and free weights. • Know the technique involved in a variety of upper body, lower body, and core axillary weight training exercises. • Be able to identify types of strength exercises. • Be able to identify types stretching exercises. 	ESSENTIAL QUESTIONS <i>(What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</i> <ul style="list-style-type: none"> • Why do we exercise? • How do you perform strength-training exercises on machines and free weights? • How do you perform different upper body exercises? • How do you perform different lower body exercises? • How do you perform different core exercises? • How do you stretch your arms? • How do you stretch your legs? • What exercises can you do to make your arms stronger? • What exercises can you do to make your legs stronger? 	
	Acquisition	
<i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i> <ul style="list-style-type: none"> • The general benefits of physical activity and exercise. • What appropriate technique in 	<i>Students will be skilled at (DO)...</i> <ul style="list-style-type: none"> • Performing appropriate technique while using resistance-training machines and free weights when given a visual, or verbal prompt. 	

	<ul style="list-style-type: none"> resistance-training machines and free weights looks like. The techniques used for upper body, lower body, and core axillary weight training exercises. How to use a variety of fitness equipment characterized by: free weights, machines, exercise balls, and therabands. Different types of strength training exercises. Different types of stretching exercises. 	<ul style="list-style-type: none"> Demonstrating exercises for upper body, lower body, and core strength training. Using a variety of fitness equipment when given appropriate prompts. Performing a variety of upper body and lower body stretching exercises.
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
<ul style="list-style-type: none"> Daily Assessment: based on behaviors & modifications needed Adapted Physical Education Assessment Scale (APEAS-II) Fitness Checklist & Performance Rubrics 	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

COURSE NAME: Adapted Physical Education

Developers: PE committee	Development Date: 2015-16	Instructional Level: 9-12	Unit: Invasion Games, Target Games, Striking & Fielding Games, Net/Wall Games, Recreational/ Leisure Games, Outdoor Pursuits
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Stage 1 - Desired Results		
ESTABLISHED GOALS (Which content & CCSS from multiple strands (e.g. reading, writing, language, speaking, listening & content) can be integrated?) <ul style="list-style-type: none"> • Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1) • Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1) • Uses communication skills and strategies that promote team/ group dynamics (S4.H3.L1). • 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) 	<p style="text-align: center;">Transfer</p> <p><i>Students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)</i></p> <p style="text-align: center;">Meaning</p> <p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> • Understand effective self-management skills while participating in invasion games. • Understand responsible personal and social behavior while participating in invasion games. • Have knowledge of proper etiquette, respect for others and teamwork while participating in invasion games. • Have knowledge of how to communicate appropriately during team and group activities. • Comprehend best practices for participating safely during invasion games. 	<p style="text-align: center;">ESSENTIAL QUESTIONS (What open-ended, age appropriate questions will prompt exploration and creative and critical thinking?)</p> <ul style="list-style-type: none"> • How do we deal with frustration or anger appropriately? • How do we deal with being successful, or winning appropriately? • What does responsible behavior look like during physical education? • How do you be respectful to your peer and the teacher during physical education? • Why is it important to be respectful in physical education? • How do you communicate appropriately during team and group activities? • When should you communicate in team and group activities? • How do you participate safely during specific activities in physical education?
		<p style="text-align: center;">Acquisition</p>

	<p><i>Students will KNOW... (Including Tier II and Tier III vocabulary)</i></p> <ul style="list-style-type: none"> • <i>Effective self-management skills and strategies categorized by: sportsmanship, conflict resolution strategies, and awareness of abilities.</i> • <i>Responsible personal and social behavior categorized by: understanding of class expectations.</i> • <i>Proper etiquette, respect for others, and teamwork, categorized by: understanding school-wide PBIS policies and procedures.</i> • <i>Best practices for participating safely categorized by: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, and sun protection.</i> • <i>Verbal and nonverbal communication skills.</i> 	<p><i>Students will be skilled at (DO)...</i></p> <ul style="list-style-type: none"> • <i>Effective self-management skills categorized by: resolving conflicts with others, helping others be successful, and competing appropriately.</i> • <i>Responsible personal and social behavior categorized by: showing up on time, being prepared, staying on-task, and having a positive attitude.</i> • <i>Respecting others and teamwork skills categorized by: listening to teammates, using appropriate communication, and offering and accepting constructive criticism.</i> • <i>Participating safely categorized by: proper technique, performing warm-ups, spatial awareness, wearing appropriate clothing, and using equipment properly.</i> • <i>Using verbal and nonverbal communication skills specific to physical education.</i>
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Stage 2 - Evidence

How will you monitor and/or measure evidence of student learning? How will you communicate student learning? How do students provide feedback about their learning?

Evaluation Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Daily Assessment: based on behaviors & modifications needed • Daily PBIS Grade: Safe, Responsible, Respectful 	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Instructional Strategies and Assessment Information

<http://www.shapeamerica.org/standards/guidelines/upload/Appropriate-Instructional-Practices-Grid.pdf>

School District of Holmen

Physical Education Curriculum

Appendices **2015-16**

Appendix A: Wisconsin's Model Academic Standards for Physical Education

Appendix B: Bloom's Taxonomy

Appendix C: Glossary of curriculum-related terms

Appendix D: Resources/References

Standards

[Wisconsin Model Academic Standards for Physical Education](#)

[National PE Standards](#)

School District of Holmen
Bloom's Taxonomy

COGNITIVE DOMAIN VERBS					
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite Count Define Describe Draw Enumerate Identify Index Indicate Label List Match Meet Name Outline Point Quote Read Recall Recite Recognize Record Repeat Reproduce Review Select State Study Tabulate Trace Write	Add Approximate Articulate Associate Characterize Clarify Classify Compare Compute Contrast Convert Defend Describe Detail Differentiate Discuss Distinguish Elaborate Estimate Example Explain Express Extend Extrapolate Factor Generalize Give Infer Interact Interpolate Interpret Observe Paraphrase Picture graphically Predict Review Rewrite Subtract Summarize Translate Visualize	Acquire Adapt Allocate Alphabetize Apply Ascertain Assign Attain Avoid Back up Calculate Capture Change Classify Complete Compute Construct Customize Demonstrate Depreciate Derive Determine Diminish Discover Draw Employ Examine Exercise Explore Expose Express Factor Figure Graph Handle Illustrate Interconvert Investigate Manipulate Modify Operate Personalize Plot Practice Predict Prepare Price Process Produce Project Protect Provide Relate Round off Sequence Show Simulate Sketch Solve Subscribe Tabulate Transcribe Translate Use	Analyze Audit Blueprint Breadboard Break down Characterize Classify Compare Confirm Contrast Correlate Detect Diagnose Diagram Differentiate Discriminate Dissect Distinguish Document Ensure Examine Explore Figure out File Group Identify Illustrate Infer Interrupt Inventory Investigate Lay out Manage Maximize Minimize Optimize Order Outline Point out Prioritize Proofread Query Relate Select Separate Size up Subdivide Summarize Train Transform	Abstract Animate Arrange Assemble Budget Categorize Code Combine Compile Compose Construct Cope Correspond Create Cultivate Debug Depict Design Develop Devise Dictate Enhance Explain Facilitate Format Formulate Generalize Generate Handle Import Improve Incorporate Integrate Interface Join Lecture Model Modify Network Organize Outline Overhaul Plan Portray Prepare Prescribe Produce Program Rearrange Reconstruct Reference Relate Reorganize Revise Rewrite Specify Summarize Write	Appraise Assess Compare Conclude Contrast Counsel Criticize Critique Defend Determine Discriminate Estimate Evaluate Explain Grade Hire Interpret Judge Justify Measure Predict Prescribe Rank Rate Recommend Release Select Summarize Support Test Validate Verify

School District of Holmen

Bloom's Taxonomy

Affective Domain Verbs				
Receiving	Responding	Valuing	Organization	Internalization
Ask Choose Follow Give Hold Select Show interest	Accept responsibility Answer Assist Be willing to comply Conform Enjoy Greet Help Obey Perform Practice Present Report Select Tell	Associate with responsibility Assume responsibility Believe in Be convinced Complete Describe Differentiate Have faith in Initiate Invite Join Justify Participate Propose Select Share Subscribe to Work	Adhere to Alter Arrange Classify Combine Defend Establish Form judgments Identify with Integrate Organize Weigh alternatives	Act Change behavior Develop code of behavior Develop philosophy Influence Judge problems / issues Listen Propose Qualify Question Serve Show mature attitude Solve Verify

Psychomotor Domain Verbs			
Activate	Correct	Loosen	Transfer
Adjust	Create	Make	Troubleshoot
Align	Demonstrate	Manipulate	Tune
Apply	Design	Mend	Turn on/off
Arrange	Dismantle	Mix	Type
Assemble	Drill	Nail	Saw
Balance	Fasten	Operate	Sharpen
Break down	Fix	Paint	Set
Build	Follow	Press	Sew
Calibrate	Grind	Produce	Sketch
Change	Grip	Pull	Start
Clean	Hammer	Push	Stir
Close	Heat	Remove	Use
Combine	Hook	Repair	Weigh
Compose	Identify	Replace	Wrap
Connect	Load	Rotate	
Construct	Locate	Sand	

Glossary of Terms

alternative assessment – Assessments that ask students to construct, perform, or demonstrate their learning in manner that allows for a full understanding of their learning to be measured. Also termed performance assessment.

authentic assessment – Assessment that takes place in a real-life context or one that approximates how the skill or knowledge would be used in the “real world”.

benchmark or target – Assessments administered throughout the school year to give teachers formative feedback on how their students are performing. A benchmark is the target at any particular time.

common assessment – An assessment given by two or more instructors with the intention of collaboratively examining the results for instructional planning for individual students and curriculum instruction, and/or assessment modifications.

content standards – Those standards that describe the information or skills children should learn that are specific to a particular discipline or content area.

course standards – Statements that define what students at a specific school level or in a specific course should achieve by the time they leave that particular level of school.

exit standards - The academic standards that students should achieve by the time they graduate from high school; these standards set the tone and give focus for what students should learn at the underlying grade levels.

formative assessment – This is an assessment **for** learning and is a check of understanding and application so that, if need be, adjustments can be made to the teaching and learning activities. These are often frequent and ongoing assessments. The results are used to gain an understanding of what students know and do not know to make responsive changes in teaching and learning. Benchmarks are clearly defined in order to provide interventions/enrichments.

lesson standards – Statements that define goals for instruction and students’ learning over the course of a lesson.

performance – Observable affective or psychomotor behaviors demonstrated by students.

performance indicators – The part of the content standard that defines the skill or performance desired for students to demonstrate.

performance standards- The measure of how well students know and are able to work with (apply) the desired content standards. The standards describe what students must do, and how well they must do this, in order to show they have achieved the content standard.

performance task – used interchangeably with alternative assessment task and performance assessment task; those specific assessment tasks that require students to apply or do something with their learning in order to show their progress toward meeting desired standards.

portfolio – A collection of a student's work over time that demonstrates his or her progress toward the attainment of specific learning standards.

program standards – Broad statements that delineate the overall K-12 goals for a specific subject area for students in a particular state or district.

progress monitoring – A quick, frequent & consistent measure used to assess student progress and to evaluate the effectiveness of interventions. Instruction and intervention decisions are made based on these results.

Response to Intervention (RtI) - RtI is an individualized, comprehensive assessment and intervention process, utilizing a problem-solving framework to identify and address student academic difficulties using effective, efficient, research-based instruction

running record - observation notes made by the teacher about a student's oral reading ability. By looking at the running record, the teacher can analyze the type of reading and instruction that is best suited for the student.

rubric – A scale of criteria that explains in detail the possible levels of performance for an alternative assessment task.

Screening – A quick (to be defined) universal assessment given at the beginning of new learning; used to identify students who may be “potentially at risk.”

standards – Statements that delineate what students should know and be able to do by the time they graduate from K-12 education.

S.M.A.R.T. goals – Originally coined by Peter Drucker in 1954, this acronym is used to help educators write quality goals. Specific or Strategic, Measurable, Attainable, Results-focused, Time-bound. An example: By the end of this year, at least 90% of students will meet the grade-level benchmark for running records.

summative assessment – This is an assessment **of** learning and is intended to measure end-of-unit or end-of-course knowledge and understanding; usually require students to demonstrate proficiency of all the essential knowledge and skills.

School District of Holmen Resources and References

State Standards:

State Standards with a curriculum checklist can be viewed at:

<http://sspw.dpi.wi.gov/sites/default/files/imce/sspw/pdf/phyedstandardsche>

National PE Standards:

Here is a link to the National Standards & Grade Level Outcomes for K-12 Physical Education, as defined by Shape America:

<http://www.shapeamerica.org/standards/pe/index.cfm>

Department of Education, No Child Left Behind - <http://www.ed.gov/nclb/landing.jhtml>.